

1995 Charter School Application

UMASS/AMHERST



312066016650269

Basic Fact Sheet

the Executive Office of Education to conduct quick analysis of the applications received. It must be accurate, and must correspond to that which is provided in the body of the proposal. It is reviewed by reviewers at the Executive Office of Education with a snapshot of your proposal.

Massachusetts Youth Partnership Charter School

Proposed Charter School Name

Cambridge, Massachusetts

School Location (city, town)

Contact Person

First Alan

Middle M.

Last Milner

Organization as above

Address 675 Mass Avenue,

City Cambridge

State MA

Zip 02139

Telephone (617) 445-6009

Fax (617) 445-2291

Founding Coalition:

(Check Box)

Private For-Profit

Parents

Teachers

Business

Community Based

Other Founding

Organization Museum

Group

Grade Level

(Check Box)

Elementary

Middle

Secondary

Other

Grade

Level

Projected Student Enrollment

Projected Student Enrollment (1st Year)

180

Projected Student Enrollment (2nd Year)

240

Projected Student Enrollment (3rd Year)

240

Projected Student Enrollment (4th Year)

240

Projected Student Enrollment (5th Year)

240

Total Number of Teachers

20

Teacher/Student Ratio

12/1

In what type of community will the Charter School be located?

Urban School District

Rural School District

Suburban School District

Other Kind of Community

Do you presently have access to a facility suitable for a school?

Yes

No

School Focus:

In succinct terms, describe the focus and primary characteristics of your proposed school and/or students to be served, (i.e., math & science, arts, school-based services, at-risk youth, college preparatory, basic skills, interdisciplinary learning, and competency-based learning).

MYP Charter School is a school to work program that employs a combination of intensive, computer-aided instruction and a work-study, apprenticeship education model to provide

participating students with a combination of an academic preparation sufficient to gain

entry to college level education and a craft, trade, art, profession, business or

occupation into which the student can immediately matriculate.

Executive Summary (one page):

To help the Executive Office of Education accurately portray your charter school proposal to the public, please attach a one page description of your school. This description should outline, in clear terms, the educational model to be employed; the replicability of that model; student demographics; and other characteristics setting this school apart from other traditional public schools. Above all, this summary should capture the vision of the founders.

#95-18

FEB 15 1995

INTRODUCTION: RESPONSE TO FEEDBACK

1. School Objectives: Unclear literacy objective

The readers found “performance level equivalent to a 1970 college freshman” (p.8) to be unclear. This is the top end of the current reading and comprehension tests now being used to evaluate student performance in this area. We believe, however, that today’s 12.9 reading level does not indicate the same scope of reading and comprehension ability as the same score indicated for previous generations. Our comment was intended to establish a new evaluation mechanism, but the brevity required in a proposal does not permit further sufficient detail. The statement has been revised to read: equivalent to a 12.9 reading level.

2. Statement of Need: Lacking diagnosis or understanding of specific needs in the local community.

We believe that our proposal specifically identifies systemic problems that are common to most Massachusetts public schools and, indeed, the great majority of American public schools. In this revision, we specifically cite specific indicators that support our contention that the Cambridge Public School System is not meeting either the needs or the expectations of the community. Indicators include lower than average performance on standardized statewide tests, and below-grade level reading levels that characterize the performance of Cambridge Ringe and Latin High School students. On the basis of the evidence cited in the revised statement of need, we make clear the specific conditions in the City of Cambridge that support our contention that the Cambridge Public School System, like other public school systems, suffers from significant deficiencies in the areas addressed by our educational model.

Speaking more specifically, it is an acknowledged fact that Cambridge spends more on education than any other city in the state, and yet crucial test scores, such as SAT, CAT, and other standardized tests continue to decline. The high school has an unusually high drop-out rate, especially among African American and Latino students.

Despite having spent millions on an ambitious renovation of the high school’s physical plant, it remains clear that the educational systems within that physical plant are also in need of renovation. In the course of soliciting support for this proposal, we have repeatedly heard that conditions in the high school are deteriorating, and that parents are turning toward public high schools in other communities, and Catholic High Schools in Cambridge itself.

3. Profile of Founding Coalition

However advisable it may seem, the enabling legislation requires a demonstration of community support. It does not, however, require a broad-based founding coalition. It is our belief that broad-based support will coalesce around the school as soon as a charter is granted. We have also found that many institutions and influential individuals are staying on the sidelines, waiting to see who wins the charters for the city of Cambridge rather than taking an active role with one group or another. Nevertheless, we have extended the founding coalition to include a number of individuals and organizations that have been itemized in the revision to this section. Where details are available, we have made clear the contributions of significant institutional partners. Since some of these relationships are of a confidential nature, we must reserve comment upon them until suitable legal safeguards have been established.

We were taken aback by the comment that we “should be more upfront about the history of the application and the change in location from Gloucester to Cambridge.” In our opinion, we were extremely forthcoming in the original introduction to the proposal on the issue of the change in venue from Gloucester to Cambridge. We have incorporated the information from the original proposal into this section.

4. School Demographics

The section on school demographics has been rewritten to demonstrate our understanding of the target population addressed by this school.

5. Recruitment and Marketing

We have expanded the section on recruitment and marketing to reflect our understanding of the necessity for reaching out to various populations. See text.

6. Admissions Policy

We have clarified the admissions policy statement. See text.

7. Evidence of Support

We have included letters of support from community members that were left out of the previous submission. See attachments.

8. Educational Program

A number of questions were raised in this section of the Preliminary Review. Because of the argumentative nature of the questions raised, we believe they should be handled separately from the proposal, except where the proposal has been amended to reflect relevant feedback.

a. *"Feasibility and practicality of offering 12 different languages...."*

It is our believe that a conversational knowledge of a foreign language is more important than the ability to read and write in a foreign language. Modern language instruction techniques stress the development of the ability to speak and understand a foreign language as the first step in the mastery of another language. Once a student has a conversational grasp of a foreign language, it is much easier to learn to read and write in that language. Virtually all foreign language instruction schools follow this approach; government-operated schools, for the most part, still follow the outdated pedagogical approach of attempting to teach spoken and written languages at the same time.

We propose to teach a conversational mastery of a virtually unlimited number of foreign languages through the purchase and use of the latest audio and videotape language Instruction tapes. The use of these tapes in a self-instruction methodology has been demonstrated to be highly effective in teaching verbal comprehension in foreign languages. Once students demonstrate spoken competency in a foreign language, those students studying the same language who wish to develop reading and writing comprehension in a foreign language will be organized into study groups that will be taught by volunteers who have a written mastery of the languages in question. Volunteers will be recruited among foreign exchange students enrolled in Boston area colleges and universities who are universally anxious to practice their English skills and therefore strong prospects for volunteer services where they get to practice English in exchange for teaching their native languages to American students.

b. *"...teaching methods seem too exclusively focused on computer technology to the potential detriment of human interactions..."*

Here, the readers do not appear to have understood the basic theoretical premise of the MYP Charter School. Our entire program is based upon a "50/50" division between academic instruction, delivered in a high intensity, computer rich environment, and an apprenticeship training program in which students work directly for and with accomplished professionals in a wide array of disciplines. We have clarified the roles of the classroom instructors, and the supplemental role of the department heads responsible for the development and implementation of the specific curricula for each discipline, but the reader must take into account the unique nature of the school and the important role that mentors play in the apprenticeship process and, therefore, in the overall educational experience in our school.

c.more comprehensive pedagogy....

We don't quite know how to answer this. What is a more comprehensive pedagogy? More comprehensive than what? We have proposed a comprehensive educational system that combines new technologies with an age-old approach to learning, the apprenticeship method. Through this combination of new technologies with time-honored teaching systems, we hope to bridge the widening gap between the computer-literate and the computer-ignorant, and to narrow the growing distance between "those who know things" (the intelligentsia) and "those who can do things" (mechanics, craftspeople, business people.)

Our pedagogical approach is based on the premise that human beings will soon be able to acquire all the didactic information they need through analog and digital devices, including television (as a generic device, a mechanism for preserving and presenting information), printed materials (including everything from traditional books to custom-formatted materials designed to answer a specific question), CD-ROMS (devices capable of storing whole libraries on a single five inch disk!) , and interactive computer devices. Despite our faith in technology, we realize that it requires hands-on experience to play the violin, build a house, repair an automobile or shoe a horse, and that these skills cannot be learned didactically. That is why we our design includes an apprenticeship education program in which students first learn how to work, and then learn specific trades, crafts, professions, occupations, and businesses in which they express an interest.

d. and strong definition of the role teachers in the learning process....

There are three different categories of teachers in our model, classroom instructors, department heads, and mentors, each of which performs a specific role and function.

Classroom Instructors

In the traditional high school, the home room classroom serves as the principal point of contact between the school, the student and the family. This is where students report at the beginning of the day, and return at the end of the day before leaving school. In the traditional model, the home room teacher serves as the de-facto principal instructor for each student in the teacher's home room class.

In our structure, the "home room" teacher is quite a bit more. Unlike the traditional school, where teachers stay put and the students move from class to class, in our school the students remain in their home rooms and the educational services come to them via the computer system. This is intrinsically more efficient than having students change classrooms every 50 minutes or so throughout the day, but it substantially changes the role of the home room teacher from attendance taker to educational coordinator.

As a classroom instructor, each home room teacher is responsible for insuring that each student makes appropriate use of his or her time in the class. This includes monitoring each student's attendance, following up on absent or late students, and insuring that students are following both their classroom and apprenticeship schedules.

Each student will have an individualized learning plan that specifies the student's goals, objectives, and methodological approaches to learning for the entire semester. This plan is broken down into monthly, weekly, and daily goals and objectives, all of which are constantly being updated on the basis of the student's performance by the student tracking system software.

The classroom instructor is responsible for monitoring the student's adherence to the learning plans, helping students dissent and solve problems arising from the use of the technology, identifying when students need individualized attention (coaching, mentoring, tutoring or remedial services) to achieve specific objectives, and for monitoring and controlling the behavior of the students in the classroom.

The classroom instructor's position requires a good working knowledge of the overall core curriculum and its individual components, but it does not require specific expertise in any subject area. On the contrary, classroom instructors are generalists with a good academic foundation, but a specific expertise in the use of new educational technologies. They will be expected to be experienced in the use of the computers, including local area networks, e-mail and teleconferencing, good models of how to use learning technology, and good counselors, able to work with individual students to identify, understand, and correct individual, interpersonal, and educational problems within the context of the classroom.

The classroom instructor will be responsible for negotiating and approving all learning contracts, ongoing educational and emotional counseling, apprenticeship activities and, disciplinary actions, and parent-school communications for the students in his or her home room

Masters

In addition to the classroom instructors, the school will also have a Master in charge of each major educational discipline, including Language Arts, Mathematics, the Sciences the Social Sciences, the Arts, and the Humanities.

Each Master is responsible for the design, development, content and delivery of the curricula under his or her supervision. This responsibility encompasses the development of the curriculum and syllabus for each class, establishing acceptable performance standards, monitoring student performance, organization and delivery of lectures, and the coordination of remedial instruction within each discipline.

More than an administrative job, the Masters will also roam through the classrooms, conducting impromptu seminars (both live and on-line), moderating discussions about themes raised by the curricula, establishing and maintaining ongoing communications with the classroom instructors.

Somewhat analogous to the department heads of a traditional school, Masters differ in that each master has the hands-on responsibility for instructing up to 240 students in his or her discipline. While this may sound daunting to traditionally oriented educators, the fact remains that the average high school English teacher may teach up to five classes a day, with up to 30 students per class in direct, face-to-face contact. In our

school, the same individual will work with a team of up to 12 classroom teachers to deliver the same curriculum, making the effective student-teacher ratio a more comfortable 24 to one.

Mentors

Mentors are volunteers who have committed themselves to accepting one or more students as apprentices in their own places of business. Mentors will work with groups as small as two or more students for fixed periods of time to teach specific skills in which the students have expressed an interest. All mentors will be thoroughly trained in the techniques of the school and will be closely-supervised by the mentorship coordinator who will be responsible for the recruitment, selection, training and supervision of all mentors.

Unlike classroom instructors, who are primarily concerned with the student's general performance, or masters, who are specifically concerned with the student's performance in an individual discipline, mentors are concerned about the overall performance of the students in his or her charge, both in terms of the specific skills addressed by the apprenticeship, and in terms of the student's overall development as a human being.

It is our belief that the mentorship system, properly applied and administered, will provide the appropriate balance for the highly computerized academic environment we propose to create.

It is the combination of the computerized educational environment and the highly personalized apprenticeship system that makes this model a viable alternative to existing approaches to education.

e.'....student autonomy to design own program will square with expectations that students develop proficiency in a well-rounded core curriculum....'

Nowhere in our proposal do we suggest that students have the autonomy to design their own curriculum. On the contrary, in the absence of the long-promised common core of learning, we have designed what we believe to be a comprehensive basic curriculum that all students must complete in order to graduate. This curriculum is summarized in a detailed chart in the appendices to this proposal.

In a competency-based educational system (similar to those employed in many college programs designed for adult learners), a student may demonstrate competency by taking an examination and earning a passing grade, through participation in classroom activities during which the student demonstrates his or her competency to the instructor, by submitting an individual or group project that demonstrates an understanding of the subject, or by submitting a portfolio that documents the student has mastered the subject.

As part of the competency-based educational system, each course will begin with the distribution of the syllabus for that course. In this case, however, the syllabus will only contain the questions that the student must answer to complete the course. Finding the answers is the responsibility of the student.

Students will not be issued text books on every individual subject. Instead, we will employ a modified "Great Books" approach similar to the one pioneered by St. John's College in Maryland. Students will be encouraged to seek out information from original source materials, rather than pre-digested text books. For each subject, students will receive reading lists itemizing the materials they may use to study that subject. Many of these materials will be on hand, either in printed form, on CD-ROMS, or through computer linkages via the Internet, while the student will have to go in search of other materials.

Students in our school do have autonomy with respect to when they study any given subject because, in the fully-computerized classroom, any student can turn to any subject at any time during the course of the day. Nevertheless, all students must complete all of the topics listed in our version of the core curriculum in order to graduate from the program, and they must complete the courses in the order listed so that they can complete the prerequisite courses before going on to optional courses that require those prerequisites as foundations for further electives.

In addition to having autonomy concerning when they study a given subject, students also have autonomy as to how they study that subject.

From time immemorial, there have been only four ways to glean information: listening, reading, experimentation and observation. In reality, however, there is very little difference between these approaches. Experimentation is only possible in a small percentage of classroom subjects and, even in these subjects, the experiments (and their anticipated results) are all described in the text book for the course. Therefore, neither experimentation or observation are of much use in the contemporary classroom. This leaves verbal and written presentations as the principal instructional methods now in use. In the vast majority of cases, however, we find teachers teaching from the text books used in the classes, either repeating or expanding upon the information in the text. This raises the question, "If the information is in the text book, why bother to listen to the teacher?" and its corollary, "If the teacher is only repeating what is in the text book, why bother to read the text?"

The traditional answers to these questions are, "repetition increases comprehension" and "some students learn by hearing, and others learn by reading."

Both statements are absolutely true, of course, but what they do not address is the essential question of why we should force students who learn by hearing to read text books when we know they don't learn that way, or why we should force students who learn by reading to sit through the same material given as a lecture by their teachers when they can learn the same information more effectively and efficiently from a book. The answer is that there is no answer other than, "This is the way that things are done. Our response is that it is time for a change.

In our school, classes will be held via computer. Instead of sitting in class and listening to a lecture, students may attend a lecture in real-time in any classroom in the school by scanning a bulletin board listing upcoming lectures, going on-line and logging into the lecture hall by computer. The student then has the option of listening to the

lecture (via headphones), reading the lecture on the screen, or requesting a printout to take home. Because every lecture given at the school will be recorded, the student may call up any previously delivered lecture and either hear it or read (at the student's discretion) from his or her own desk at any time in the future.

In addition to lectures, there will also be on-line discussions that students may join at their discretion. These are live, interactive events during which any number of students can participate from their own desks, without interrupting each other or disrupting other activities in the classroom where they are located.

We cannot improve on these mechanisms themselves, but we can greatly enlarge the range of materials students can hear, read and experience.

Students may study alone, on-line (connected to the Internet), off-line (using the resources available on the local area network within the school), or simply by reading the suggested materials. Students may elect to participate in regularly scheduled discussions (again via the Internet or the local area network), attend lectures by computer (either in real-time or by calling up a previously delivered lecture from storage), viewing a videotape of a previously held lecture or discussion, or by joining an on-line discussion group on from the listing of lectures or course offerings).

f. '...needs stronger description of the software to be used...'

We have recently become aware that some of the other applicants in this process have obtained copies of our previous proposals. While this release of information is quite legal, it raises questions about the advisability of disclosing the details concerning our proprietary software in a public document. The proprietary software that we will be using for this project is presently under development, which means that it cannot yet be patented or copyrighted and, until patents and copyrights are applied for in a legally acceptable manner, we cannot safely disclose the details without first securing a non-disclosure agreement from the reader. Within these constraints, this section will give the reader an overview of how the educational software will work.

The Hardware Environment

The hardware environment for this system will be based on the 80486 computer systems, with the OS/2 operating system hosting a Windows For Workgroups Local Area Network and a Lotus Notes Wide Area network. For those of you who are interested in these details, each classroom will consist of a work group of 13 users (an instructor and 12 students) that will be set up as one node on a wide area network linking all of the classrooms together. Each work station will be at least a 80486 computer with a minimum DX2 66 MHz processor, 8 MB of RAM, High resolution VGA color monitors, 540 MB hard drive, 2X CD-ROM with multi-media kit, and a shared high speed modem for access to the Internet. Each classroom will be equipped with at least one high speed laser printer, one full-page color scanner, and one wide screen television to facilitate classroom discussions. The systems will be networked using 10 Base T (thin wire) and a network of interconnected work group concentrators.

Software Environment

As previously indicated, we will be using the Windows For Workgroups Operating System, the OS/2 Operating System and Lotus Notes. This combination of products has been chosen for the following reasons:

Lotus Notes is the first choice for wide-area integration of on-line workers. Through Lotus notes it is possible for a group of students in one class to hold a classroom discussion on-line in the same manner that CompuServe users can participate simultaneously in a forum. Lotus also gives us the ability to stretch the forum environment to include all of the classrooms, as well as students who are at other locations.

The OS/2 operating system is intrinsically more stable than MS-DOS, and offers true multi-tasking capabilities. This means that if one program crashes, it does not affect the rest of the system. The OS/2 platform is also required for any site (in this case a classroom is a site) with 10 or more Lotus Notes users.

General Purpose Off-the-Shelf Software

The off-the-shelf software to be used in this environment will be primarily Windows software, beginning with Microsoft Office software, which includes Microsoft Word, Excel spreadsheets, and the Access database management system. Students will also have access to shared copies of a wide variety of other products, including Corel Draw, Aldus Page Maker (for desktop publishing), various programming languages (Visual Basic, Pascal, C++, etc., for special projects), organizational charting software, time management software, and a variety of other products. (One copy of each of these products will be provided per classroom.)

Special Purpose Off-the-Shelf Software

One of the basic requirements for students at this school is the ability to type. Since many students will not be able to type upon admission to the school, we will purchase and use a variety of typing tutor programs. For students who enter the school with below-average reading levels, we will provide specially designed reading instruction software that is capable of increasing reading level scores by as much as one grade level per month. There are also a wide range of other remedial software products to help students accommodate themselves to a variety of learning disabilities. Blind students will find software that will "read" any written material for them. Deaf students will be able to follow classroom discussions without the need for an interpreter because all classroom discussions will be recorded and automatically transcribed directly to the student's screen. Students who are making the transition from other languages may find it useful to have language translation software that can now translate freely between many languages.

Education Specific Software and Materials

It is now possible to purchase instructional software for a wide variety of high school and college subjects right off the shelf, up to and including the complete curriculum for a nationally recognized GED program. These are self-study courses

with built-in testing and evaluation systems. The MYP Charter School will have a complete library of these materials on-line for the use of our students

While not software in the strictest sense of the word, there is a rapidly growing library of materials on CD-ROMS that can be used with an appropriately equipped computer system to give each individual student a “fingertip library” that, until recently, was not available at any price.

These include encyclopedias (Grolliers, Comptons, Encarta and Britanica), reference materials, foreign dictionaries, and original source materials. Students of literature will be able to read the entire literature curriculum on CD-ROMS, which gives students the ability to read materials on-line that previously would have been impenetrable for them. On-line, however, they can get definitions for unfamiliar words with a few keystrokes, greatly facilitating their ability to read and comprehend great literature. (Anyone who has ever struggled through Chaucer or Finnegan Wake will appreciate the value of a multi-language dictionary at their fingertips.) Art students will be able to study the masterpieces of the ages on CD-ROMs from the Louvre, the British Museum and the Hermitage, among others.

Going one step further, virtually every piece of information in the world is available somewhere on the Internet and, while the Internet is still not exactly easy to use, we will be on the cutting edge, teaching our students to surf the Internet to find the information they need. When the Library of Congress itself goes onto the Internet later this year, even more information will become available.

Proprietary Software

While we cannot describe our proprietary software in any great detail, we can say that we are developing several interconnected products, including a student tracking system that will automatically track each student’s attendance, class room participation and achievement records, a complete and detailed curriculum for each course along with the itemized syllabus for each class within each course, a system for automatically testing and evaluating student performance, a planning system that will identify the next required competency for each student, and a feedback system that will give each student a confidential, up-to-date analysis of the student’s performance in all academic subjects.

The centerpiece of this system, however, will be an “expert system” that will be designed to keep track of each student’s progress through the curriculum (syllabus by syllabus) and present each student with the next logical task in a progression of tasks leading to the completion of the competencies required for graduation.

In essence, this will be a system designed “to ask questions” rather than “to provide answers” to the students. It will, of course, be able to differentiate between right and wrong answers, but it is also able to differentiate between answers that are more true than false, or more false than true, and to provide the student will references to additional readings when their performance indicates that they did not understand the material.

The problem with giving this detailed description of our software products may be that some people may think that such a system is too far-fetched to be feasible. Our

response is that the system is designed to grow along with the school and, while it will take several years before it is completed, it will be fully functional in the first year of the project.

For one thing, the system will encompass every lecture, every classroom discussion, and every computer forum on every class in every subject, giving us both an institutional memory unprecedented in any public school environment, and an unparalleled database for future students to explore.

G. "...convincing evidence that this level of student autonomy would be appropriate for a broad cross-section of students served by the public system..."

The goal of the Charter School movement, and the specific objective of the MYP Charter School, is to demonstrate alternative approaches to public education. As such, all charter schools are experimental in nature. We cannot, therefore, give assurances that our system will work with all students. On the contrary, we can assure you that it will not work for everyone, but we believe that our approach will work for the majority of the students who attend the school.

Since the students who will be admitted to our school will be admitted by lottery, there is absolutely no way in which this school can be construed as an elitest institution. On the contrary, we are proposing a populist school for the next generation, a school where students can get a practical education that will prepare them for a real job in the real world. That is the promise we are making with our apprenticeship system. As a matter of fact, the intensive use of computers was originally conceived not as the be all and end all for educational innovation, but simply as a mechanism to compress the amount of time that students spend in their academic classes to give them enough time to participate in the apprenticeship system.

The implication of this comment is that our school requires more maturity and greater effort from our student than a traditional secondary school. This is precisely the point of our school. We believe that continuing to dilute the standards in our public schools to reach the lowest common denominator among our children is the reason that our public schools are failing to educate our children.

We believe that our society has an obligation to educate every child to the maximum extent of that child's ability to benefit from the instruction, but we do not believe that we should lower our standards simply because there are some children who will not be able to clear those hurdles. That is the nature of life. Those who can, do. Those who cannot, go somewhere else. This will not be the only public high school in Cambridge, and we are not therefore obligated to reduce our standards to the point where anyone can qualify and anyone can graduate simply by hanging around long enough.

The apprenticeship system, with its paid internships for qualifying students, is the carrot that we believe will make the computerized academics more palatable to the student. Furthermore, we hope we have now laid to rest any unintended suggestions that students in our school would have a free rein to do whatever they want. On the contrary, they will be closely supervised and will be required to produce good academic results in order to participate in the apprenticeship system.

While we are not specifically identifying them as the target population for this school, the MYP Charter School would be ideally suited for the growing population of young people who are leaving school and looking for work because (1) they aren't being taken care of at home, (2) they need the money to live on and (3) the schools they are in do not appear to be preparing them for any meaningful employment.

9. Student Performance

a. "focus of assessment seems inconsistent with the school's mission to develop multiple intelligences..."

This may seem to be a matter of semantics, but recognizing and acknowledging the impact of different kinds of intelligence is not the same thing as having a "mission to develop multiple intelligences." On the contrary, recognizing different learning styles, which are affected by different types of intelligence, is a means toward the end of producing educated people, not an end in and of themselves. An educated person must meet certain concrete standards in order to be considered educated. Being able to document that students have retained a certain amount of information through regular standardized examinations is an essential requirement for any educational institution that wishes to document its effectiveness. Since it is impossible to objective quantify non-linear data (poetry, drama, art, athletics, etc.) we must fall back on quantifiable data to evaluate the achievements of individual students and the performance of the school's educational program as a whole. This argues for the necessity for using fill-in-the blanks, multiple choice, and true-false questions as analytical tools.

We have indicated that there are many ways that students can demonstrate their competency in any given subject; computerized testing is just one of them. Having said this, however, we continue to point out that the use of standardized tests in no way conflicts with our efforts to develop each individual student's unique potential, but we are not giving degrees in accapella singing; we are giving high school degrees. All schools should develop the unique potential of each child, but every school should also guarantee that its students meet minimal performance standards as well.

b. "...alternative assessment mechanisms are under-developed..."

We beg to differ. See page ____ of the text, and the next two sections, below.

c. "...vague description of how students would pass from one competency to another"

Again, we beg to differ. See page ____ of the text. Descriptions of how competencies might be earned is necessarily vague since we cannot predict how students may choose to approach any given competency. It is better to be open-minded than to attempt to be all-encompassing and fail.

d.general concern about how the policy of student self-determination will satisfy state performance requirements...."

Are we reading the same document? Clearly, the use of a competency-based system in which students accelerate from one module to another upon completion of the previous competency requires no further description. Show up, take the test, get a passing grade, and you advance to the next subject in that rotation. (See curriculum chart for an illustration of "rotations.") Show up, present a well-thought out and documented paper on the same subject, create a multi-media experience, act out a scene from Shakespeare, show series of sketches, or sing a rap song that itemizes the relationships between elements in the atomic table, receive the competency, and move on to the next subject. Nothing could be simpler. Students - all students - will also have to take the standardized tests in each module (for research, demonstration and documentation purposes), but the standardized tests are not the only means of completing the competency or the only means of achieving a good grade. The competency system insures that students will meet state performance requirements. Student self-determination is restricted to the order in which they choose to take modules within courses. Most costs are prerequisites, not electives. Student self-determination is more pronounced in the selection of apprenticeship programs, but apprenticeship programs are all electives after the first year's mandated apprenticeship survival course, and are not to be used to satisfy performance requirements.

10. School Governance

a. "Structure seems too closed with built-in continuity of the first board...."

This structure has been amended. See text.

b. "...the Board of Trustees must involve teachers in the development of curriculum and school budgets...."

The proposal specifically states that the Board of Trustees includes three staff members - the executive director, the head teacher and the mentorship coordinator - as ex officio members. In addition, the Board of Trustees also includes one teacher, one parent, and one student elected at large by the their respective constituencies. This, in our opinion facilitates the incorporation of teacher, student and parental input into the decision-making process. See text.

11. School Community

a. "Does not discuss how democratic student governance would be structured...."

The description of the student governance process has been expanded. See text.

b.needs further explanation of the 'open floor plan'...."

No longer relevant. The proposed site for the school has been changed from an open, industrial space to a former parochial school and therefore we no longer have the advantage of an open floor plan environment.

12. Code of Conduct

The code of conduct has been adjusted to reflect this feedback. See text.

13. Special Education and Bilingual Students

We have adjusted the figures for special education and bilingual education costs. See text.

14. Funding

a.assumes a per pupil amount which is too high....”

The per pupil expenditure used in developing revenue projections for this project were provided by the Executive Office of Education. One of the most irksome problems we have encountered throughout this process has been our inability to obtain a consensus on the actual per pupil expenditure allotment for the City of Cambridge. The mayor of Cambridge, city council members, the school superintendent for the city of Cambridge and her staff have disputed the figures that we have received from the Executive Office of Education. the Executive Office of Education, in its turn, has so far doubted the expenditure figures offered by the cities and towns that it has hired its own consultant to independently calculate the per pupil expenditure figures from the original source data. As we write this, we have been informed that the consultant has so far computed the actual per pupil expenditure figures for the 14 communities where charter schools have already been approved. In the absence of a consensus on the per pupil expenditure for the City of Cambridge, we have told to “use our best judgment” to estimate the per pupil expenditure for use in our budget.

Accordingly, in response to this feedback, we have arbitrarily reduce the original per pupil expenditure rate used in our budget from \$9,300 to \$8,300 and reduced costs accordingly. We have also increased the number of students in order to offset the reduced revenue figures. The final number of students to be served by this program will, therefore, be determined by the actual per pupil expenditure rate received when the state finally calculates this rate for Cambridge. (Since students may also be drawn from other communities with lower per pupil expenditure rates, we expect to adjust the total number of students admitted and, consequently, the number of students per class on the basis of the total revenues from the actual student body.)

b. “...consequently everything seems high, both revenue and expenses...”

We have dealt with the seemingly high revenue projections in the previous section. The “seemingly high expense projections” include, as operating costs, many charges that would normally be amortized as capital expenses. These include renovations, equipment, furnishings, and other costs associated with the start-up process. Since we do not have any accumulated revenues to invest in capital expenditures, nor the time or resources to raise capital funds, these expenses have all been absorbed into the

operating expenses of the project. In our estimation, there is no other way to amortize the capital outlay required by this project. Subsequent fundraising activities may offset these capital expenses but we cannot project revenues from a future capital campaign that has not as yet been implemented.

9. School Governance

In Section 14, Subhead B, we clearly indicate that teachers, parents and students each have an elected representative on the Board of Directors who shall be charged with representing the views of their constituencies on curriculum and budget issues.

In addition., we point out that the department head or masters are teachers who have full control over the development of the curriculum for their individual disciplines and that board, while overseeing the development and implementation of the curriculum does not expect to play a hands-on role in the creation or review of curricula except as a result of issues arising from complaints about the curriculum should there be any.

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1. MISSION STATEMENT:**A. Values**

The Massachusetts Youth Partnership Charter School (MYP Charter School) is designed to produce independent, self-confident, mature adults who will be capable of supporting themselves within the economic context of the next century, raising their families and participating in the economic, social and political life of their communities with a full awareness of the history, present circumstances, and developmental trends in the society in which they live.

The objective of our school is to provide an educational environment where students are self-regulating (because they will not be allowed to remain in the program if they are not), self-motivated, and inner-directed. We propose to accomplish this by creating an "educational workplace" where performance in school leads directly to further educational and vocational activities through which students can also earn an income while they are getting an education.

The MYP Charter School is therefore designed to enable students to identify, develop and pursue their own programs of independent study and achievement (through an apprenticeship system) in an educational environment that provides a good basic academic education, nurtures individual achievement within the context of a group experience, fostering independence of thought and self-reliance in action, mastery of the self, the environment, an academic discipline, an artistic discipline, and a trade, craft, occupation or profession.

This model depends on two basic components: A computer-aided educational system that enables students to work independently at their own pace, and an extensive work-study program through which students gain exposure to a wide variety of disciplines, from which they will select a business or occupation on which they will concentrate in a senior year paid apprenticeship program.

The Massachusetts Youth Partnership Charter School proposes to accomplish these objectives with an academic program that enables students to work independently and proceed at their own pace while working together in a cooperative educational atmosphere combined with an extensive vocational educational program offering students opportunities to design their own curriculum, gain exposure to a variety of occupational skills, and develop a significant marketable skills in addition to their academic qualifications.

B. Educational Philosophy

The MYP Charter School will combine the highest academic and disciplinary standards with an educational environment that will feature smaller classrooms, more individualized attention, more independent study opportunities, the extensive use of computers, and a wider ranging curriculum that will offer each student an opportunity to design and pursue his or her own unique educational plan.

1. Curriculum Revision vs. Pedagogical Revolution

Most of the efforts to reform American public school systems are aimed at improving the quality of American education by developing and distributing a standardized national curriculum that covers all the bases in terms of what a student should learn in school, and a methodology for accurately documenting what the student has, in fact, learned.

We applaud these efforts. They are necessary steps in the renovation of the American school system. Nevertheless, these reform efforts fail to address the need to reform the pedagogical methods used in American public schools, which are woefully out of date. We are not only not teaching the right things, we are also teaching the wrong things the wrong way.

Rather than concentrating on the content of the curriculum as other charter schools appear to have done, the MYP Charter School has focused instead on the pedagogical methodology, the means through which the curriculum will be delivered to the student. We do not ignore the question of what we want to put into the curriculum; on the contrary, our approach enables the school to provide an individualized curriculum for each student, limited only by our commitment to teaching facts as facts, and opinions as opinions, without diluting one or diminishing the other.

2. Acknowledging and Addressing Different Types of Intelligence

A great deal of research is now available to substantiate the belief that there are different kinds of intelligence. An athlete, for example, has a kind of physical intelligence, a body awareness that makes it possible for him or her to do things that other students cannot. Poets have an awareness of language that non-poets can appreciate but not duplicate, while mathematicians have an intuitive grasp of the relationship between the imaginary world of numbers and the real world that the rest of us seem to lack. Each type of intelligence requires a different instructional method in order to identify, bring out and enhance the student's basic gifts.

The MYP Charter School has been designed to help students discover their natural strengths, and to permit students to focus on their strengths through a variety of advanced placement opportunities.

3. Acknowledging and Addressing Different Styles of Learning

By the same token, we now know that different people have different ways of thinking. Some people process information auditorily; others are visually oriented. One type of person cannot learn by reading alone; the other cannot learn by listening to a lecture. There are specific learning methodologies that would enable the auditory learner to function in a visual environment, and permit the visual learner to function in an auditory environment.

The MYP Charter School acknowledges that one style of teaching cannot fit all students, and that education by compromise is no education at all. Therefore, the MYP Charter School has dedicated itself to pioneering customized teaching systems that will begin by identifying the predominant learning style for each student and insuring that each student is taught in a manner that respects the child's individualized learning style.

4. New Tools for New Learning: The Computerized Classroom

In order to educate students for the next century, it is essential that each student have his or her own computer terminal, and that all students learn to use computers in the course of completing their regular school work.

In the classroom of the future, information comes to the student, instead of the student having to seek out the information. Computers will replace text books, reference libraries, blackboards and notebooks with an interactive system through which students can learn more efficiently. Students will use the computer network to find source material, collect the material they need in their "virtual notebooks," and participate in classroom discussions through "on-line" forums in which students in physically separate locations can become members of the same "virtual classroom."

In this "virtual classroom" model, students will be able to work independently and in groups on homework assignments and class projects, using computers to work more efficiently, in a self-paced curriculum that allows the student the freedom to work at his or her own pace.

The computerized educational environment also addresses the problem of the time that teachers spend in classroom preparation, testing, evaluating and grading students. The computer system will automatically (and immediately) grade multiple choice and fill-in examinations, generating objective and accurate grades for these kinds of examinations, leaving the teachers to concentrate on the essay examinations.

The MYP Charter School will be completely computerized. Each student will have a dedicated computer for his or her own use, and older students will have access to notebook computers that they may take home when needed. To the maximum extent possible, the MYP Charter School will use computers to deliver academic instruction, test, evaluate and grade students on their performance.

5. *The Work-Study Apprenticeship Program*

However important computers may be in our educational model, they are not the only change we must embrace. We must also develop and implement new instructional methods that go beyond lecture, classroom discussion, homework and testing as a measure of accomplishment.

The individualized instruction made possible by the computerized curriculum must be augmented by an apprenticeship program that enables students to identify and pursue their personal interests.

The MYP Charter School model incorporates a number of innovations into a comprehensive, community-based educational system in which the entire community is teacher, student, classroom and work place in what we call "reality-based education."

Reality-based education prepares students for the real world circumstances they will face upon graduating from our school. The focus of effort is on the development of skills that will enable the student to compete successfully within a given context, without foregoing the refinements that turn a student into a concerned citizen.

The MYP Charter School will deliver reality-based education through unpaid apprenticeships that begin in the freshman and sophomore years, and continue through paid apprenticeships in the junior and senior years, enabling students to work and learn from accomplished professionals in the fields of their own choice. (We want to stress that these apprenticeships can be in any trade, craft, occupation or profession, and should not be construed as a vocational training program.)

C. Curriculum Focus

The MYP Core Curriculum (see "Section 10: Educational Program and attachments for Model Curriculum) is fundamentally a liberal arts program that demands a proficiency in spoken and written English, a strong grounding in history, and a concentration in the arts and humanities, including a demonstrated understanding of philosophy, political science, and economics, the basic building blocks of citizenship training.

Within the context of this liberal arts orientation, all students must also complete core requirements in math (including geometry, introductory algebra, and business math), and science (including physics, chemistry, biology, and earth science) that are consistent with a basic understanding of how the major systems in our environment operate.

The MYP Charter School will deliver a liberal arts academic curriculum tempered with an understanding of and appreciation for the sciences and humanities that will prepare the individual student to function as a member of society, and to succeed in subsequent educational environments.

2. OBJECTIVES OF THE MASSACHUSETTS YOUTH PARTNERSHIP**A. Target Population**

The MYP Charter School program is designed for students who do not fit into the regular programs offered in a traditional high school setting. Our program is equally accessible to the exceptionally gifted students at the high end of the performance spectrum, who need a more challenging environment, and for less-gifted students, who need more time and more individualized instruction to reach their full potential. It is equally receptive to well-performing students and those with educational disabilities, as well as to those students who are not academically-oriented and need an alternative to regular classroom education.

B. Academic Objectives

The goal of the MYP Charter School is to graduate literate, well-read, well-spoken, well-mannered individuals who are equally well-equipped to go on to college or to pursue a worthwhile craft, trade, occupation or profession. In order to accomplish these objectives, the MYP Charter School will require its graduates to demonstrate:

1. Functional reading comprehension level equivalent to a college freshman

Graduating seniors will be able to read and demonstrate full comprehension of general, technical and literary materials at a 12.9 reading level.

2. Ability to write in clear and grammatical English

Graduating seniors will be able to write in a number of different styles, including academic, journalistic, expository and creative prose.

3. Ability to speak in well-formed, grammatically correct English sentences

"To be able to speak well insures that you will be spoken well of," may be a truism, but it is nonetheless true for being a truism. Graduating seniors will be able to demonstrate the ability to speak in clear, grammatical, unaccented and slang-free English.

4. General proficiency in the taxonomy of required academic subjects

Graduating seniors must demonstrate that they have a good working knowledge of the core subjects identified as requirements for graduation. (See Core Curriculum in attachments.)

5. General proficiency in a specific academic discipline

Each graduating senior must have selected an elective course of study in a specific academic discipline, following a curriculum established through a contract with the student's advisor.

6. General proficiency in one of the creative arts

Each graduating senior must have completed a minimum of three elective courses in a given creative art form of the student's choosing.

7. Demonstrated performance in a voluntary capacity

All graduating seniors must document their participation in and completion of a voluntary commitment to a charitable activity under a contract with the student's advisor.

C. Non-academic goals for student performance

1. Development of Internalized Self-Management Systems

Incoming students will focus on the development of good learning skills - learning how to learn through the use of internalized self-management systems, which give the student a basic understanding of how to organize intellectual work by breaking up dauntingly large projects into easily doable tasks, with the appropriate pacing of effort and integration of information. Attention will be given to remedial instruction to correct previously uncorrected deficiencies in basic educational skills, such as reading, writing, and basic mathematics. In the non-academic area, however, the focus of attention is the amelioration of emotional, psychological and behavioral problems affecting the student's performance in educational environments. This is accomplished through the establishment, demonstration and enforcement of appropriate behavioral standards required for students of the Massachusetts Youth Partnership Charter School. Demonstrated ability to comply with the school's rules and regulations are considered a pre-requisite for "acceleration" into the vocational training programs described below.

2. Proficiency in a specific trade, craft, occupation or profession

High school is a time and place for exploration and experimentation. We believe that much of the confusion we see among the current generation of new college graduates stems from the fact that they have not taken the time to fully explore the environment around them, to experiment with the wide variety of life styles and employment opportunities that are available in our culture today. All too often, we see young people committing themselves to a trade, craft, occupation or profession with only the most basic, and often incorrect, appreciation of what their chosen field is really like.

We believe that it is essential for high school students to have an accurate understanding of the choices of occupations that are available to them before they have to make these choices. Our apprenticeship model enables our students to gain a working knowledge of a variety of trades, crafts, occupations, professions, and business activities so that the student can make a more informed choice with respect to the specific interests they wish to pursue in their lives.

During their apprenticeships, students may explore any trade, craft, occupation or profession in which they have an interest. If it exists within the community, we will find someone to mentor that student. Students may also use their apprenticeships to gain a basic working knowledge of activities they might wish to pursue as hobbies later on in life, as well as life skills that will stand them in good stead as adults, whether or not they actually choose to pursue those activities as occupations.

Unlike a traditional vocational education program, our apprenticeships are not limited to the manual trades. Students will be encouraged to seek out apprenticeship opportunities in any field or activity in which they have an interest, and it will be our duty as educators to help them secure apprenticeships in those fields in which they have such an interest.

D. Community Environment

The MYP Charter School will be a democratic environment in which the students will take responsibility both for themselves and for each other. While there have been experimental precedents that have used this model with much success, this will be the first time that a publicly chartered and funded school will fully involve its students in its own decision-making process. *(See School Governance and School Community, below)*

We envision the MYP Charter School as a cooperative environment in which teachers, students and parents work together on everything from the initial planning through the final renovations of the physical space, to routine maintenance, food preparation, working in the office, answering telephones, making copies, making coffee, and doing all of the other things that people working together in small organizations normally do together. *(See School Community and Apprenticeship System notes below)*

We believe that giving students a large measure of control will encourage them to view the school as "their own thing," and treat it accordingly as something to be used rather than something to be avoided. The approach reflects the widespread yearnings of the students with whom we have spoken to have some measure of control over their own lives while they are in school.

Students will organize all events and activities for the school, but they will also participate in the school's disciplinary system, and may be asked to sit in judgment of their fellow students, just as we are asked to sit in judgment over our peers in a court of law. Curriculum decisions will be made on the basis of the expressed interests of the student body, tempered by the administration's perceptions about the "doability" of a given project or activity. **(See, again, School Community, below.)**

3. STATEMENT OF NEED:

A. An Overview of High School Education in Cambridge

The principal reason that Cambridge needs a chartered high school may be found in the poor performance record of the existing high school in serving its target population.

There are numerous indications that Cambridge Rindge and Latin School (CRLS) is a high school in trouble. On the basis of the 1993-94 Student Data Report, we have found that 22.8 percent of the students in Cambridge are receiving Special Education services, substantially more than the national average of 13% or the statewide average of 17%. Add an additional 29.2% of CRLS students who speak English as their second language, and we find that 52% of the total enrollment of CRLS come to school with additional educational hurdles to overcome. A minimum of 32.9% of the students in the high school are receiving some kind of special education services or bilingual education. More than 33% of the high school's students failed one or more courses last year. A disturbingly low 76.1% of the school's graduating seniors reported that they planned to go to college the following year in a city surrounded and infiltrated by some of the best colleges and universities in the world.

These findings are further corroborated by 1994 CAT test scores indicating that CRLS 10th grade students scored in the 54th percentile in reading, and the 52nd percentile in Math, just barely above the national median in a city with the highest concentration of Phds in the United States.

One of the most important barometers of education performance across the nation - the Scholastic Aptitude Tests (SAT) - indicate that CRLS students are far below the national averages. Over a five year period, the SAT verbal test scores for CRLS students fell from 386 in 1990 to 365 in 1994, which places Cambridge 97 point below the statewide average of 462, and 58 points below the national average of 423. SAT math scores for CRLS students declined from 453 in 1990 to 434 in 1994, which places Cambridge at 41 points below the national average, and 45 points below the national average of 479.

The SAT statistics also indicate a significant gap between white and non-white students, with white students scoring 131 points higher than black students, and as much as 174 points higher than Hispanic students on the verbal exam, and 152 points higher than Black students and 175 points higher than Hispanic students on the math exam. These numbers suggest that there may be cross-cultural transmission problems affecting the delivery of educational services to minority populations in the Cambridge Public School System.

Despite their poorer than average performance, minority enrollment at CRLS is significantly higher than the percentage of minorities among the residents of the city. Minority enrollment (including Blacks, Asians, and Hispanics) is 55.2% of the total student population and 58.2% of the high school population; however, the minority population of the city in 1990 was only 28.4% of the total population of the city.

B. Analysis of the Statistical Evidence

On the basis of this analysis, we can draw several immediate conclusions about the educational needs of the people of Cambridge.

There are already a large number of private primary and middle schools in Cambridge, many of the them established in recent years in direct responses to the poor quality of the city's primary and middle schools. We can assume that families who send their children to private primary and secondary schools will anticipate sending their children to private high schools, unless there is compelling evidence that the public high school - in this case Cambridge Rindge and Latin School - can provide the high quality education that all parents want for their children.

In the absence of convincing evidence that CRLS is providing a high quality secondary education, it is unlikely that parents with the financial means to send their children to private schools would send their children to CRLS instead. As a result, we have seen an increase in the percentage of CRLS students who are racial, ethnic or linguistic minorities, coming from low-income backgrounds, with a higher incidence of special needs and bilingual education requirements.

There is a clear need for a new approach to special needs and bilingual education that integrates these services into the regular educational process. We believe we can do this. There is also a need to draw a broader cross-section of students into a school where a balance of races, ethnicities and languages groupings will provide a more homogenous learning environment. We believe that we can do this as well.

Special attention must be paid to improving the verbal skills of Cambridge high school students, in both reading comprehension, writing ability and speaking skills. We believe that our approach will accomplish this.

The relatively high percentage of students who indicate that they are not going on to college argues for the implementation of an apprenticeship training system designed to insure that students who are not bound for college will be able to find employment opportunities that match their hopes, rather than their expectations. The high school students we have surveyed indicate that they have never received any real guidance about career choices during their high school years. We have found that they frequently have no inkling of the range of choices available to them in either traditional occupations or emerging technologies.

In previous generations, it has been the role of the parent - and usually the role of the parent of the same sex as the child - to introduce the child to the range of work opportunities that exist in the world. Under the radically changed social circumstances we now live in, the school must assume the burden of this socialization process. Most public schools have yet to recognize or accept the burden of this responsibility.

We will.

C. Need for this type of school

These statistics provide evidence of a wholesale desertion of the city's only high school by white families in particular, and anyone else who can afford the cost of a private school education.

The MYP Charter School model addresses a number of different needs that are indicated by the foregoing analysis. On the most superficial level, it demonstrates how to bring technology into the classroom in a meaningful manner, fully integrated with the academic curriculum. The MYP model addresses the need for a more flexible, up-to-date curriculum, unencumbered by out-of-date text books, and therefore more amenable to customization to meet the needs of individual students. The MYP model also demonstrates how to provide a better teacher/student ratio in the classroom and, therefore, more individualized attention, more independent study opportunities, and more opportunities for the development of life skills at the same or lower cost than a traditional educational program. It also offers a method of providing an improved educational experience, one that focuses on the development of skills rather than the retention of information.

I. Providing Individualized Instruction for All Students

The number of students in a class is directly related to the performance of the student. Increase the number of students beyond a certain point, and the performance of even the most gifted students decreases. If we really want to regain the educational edge against our competitors around the world, we must decrease class sizes dramatically.

We provide individualized instruction for certain classes of students, but not for others. Special needs students are routinely placed in small classes where they receive far more individualized attention than they would in a regular classroom. At the same time, however, gifted and average students receive far less individualized instruction than they would if educational resources were distributed more equitably. If it makes sense to give special needs students more individualized attention, does it not make sense that more individualized attention would also benefit the gifted and average student?

Of course it does, but the statistics indicate that public school students receive less individualized attention and instruction each year, certainly far less than student in Europe and Japan. We have calculated that the average high school student in the United States receives less than 20 minutes of individualized attention per week.

Estimates indicate that American students spend an average of three hours a day in classes. This is equivalent to 900 minutes a week. If we assume that there are 24 students per class, and the teachers do nothing else, each student would receive 37.5 minutes of individualized instruction per week. Since we know that the majority of the time spent in class is devoted to regular classroom activities, we can assume that, at best, teachers are devoting no more than 50% of their class time to working with individual students, the maximum amount of individual attention each student might receive would be no more than 18.75 minutes per week, or 3.75 minutes per day.

Compare this to the Japanese experience - where students spend eight hours a day in class, then three hours at home each evening doing homework with their parents, and often additional individual tutoring on weekends and holidays - and it becomes readily apparent why American student don't do as well as Japanese students on standardized examinations.

2. The Economics of Mass Education

Under these circumstances, it is not surprising that more than 12% of American public school students are thought to need special education services. In Massachusetts, that number is closer to 17%. In special education classes, there are fewer students, more individualized attention, and therefore more adult supervision. Children who do not learn in regular classes, can often learn in special education classes because they receive more individual attention, fewer distractions, more interventions. This raises another question: if more individualized attention and instruction were available in regular classes, would there be as much need for the plethora of special needs classes that have proliferated across the educational landscape during the past two decades?

We believe that gifted, average, below average, and many (but not all) special needs students would all benefit equally from a curriculum with more individual attention, whether you call it independent study, tutorials, or work study programs.

What stands in the way of more individualized instruction is the economics of education. Teachers have to engage and control a roomful of students; they can't do that and give individual attention to each student at the same time. Even if they could, the maximum amount of individual time they could give each student, in an average class of 24 during a standard 45-minute period, would be 1.8 minutes per class. As we all know, however, the 24 student classroom is a statistical fiction, found only in a few relatively wealthy school systems. The majority of the urban school systems across the country are experiencing increased enrollment, and class sizes in many communities is increasing exponentially.

This analysis makes it abundantly clear that we must either change the demographics of the American family, to provide more at-home after-school supervision, or change the dynamics in our educational institutions.

3. Offsetting the Impact of Special Education on School Budgets

It has been estimated that as much as 40% of the educational services now being provided in this country are being provided under the rubric of "special education." No one disputes that there are children with learning disabilities who need to be taught in a special manner. There is also no question that the enormous cost of "special education" is impairing the ability of public school systems to provide quality education for all of its students.

Some estimates indicate that Special Education services may absorb up to 50% of the state's educational resources. The net result of this focus of attention on the needs of Special Ed students has been a significant decrease in the resources available for gifted and average students, to the point where there have been virtually no new programs introduced for gifted students in the past decade. It is clearly necessary to provide the same individualized attention for gifted and average students that we now provide for Special Ed students, equalizing the services delivered to all students without penalizing any group of students.

4. Compensating for Technologically Disadvantaged Families

It is becoming increasingly obvious that children from low-income, "technologically disadvantaged families" are being left behind by the computer revolution that is affecting virtually every aspect of modern life. Children who come from "technologically rich environments" have ready access to computers and other technological enrichments in their everyday lives. They are, therefore, more familiar and more comfortable with technology than children coming from low-income "technologically disadvantaged" families who do not have access to this technology. This puts children from technologically disadvantaged environments at a considerable disadvantage that is not being corrected by school systems that do not provide a technologically rich environment for their students. This makes it clear that public schools need to recognize and offset the technology gap in the same way that they have recognized and sought to offset the impact of racial, ethnic, and gender distinctions.

D. How The MYP Charter School Addresses This Need

The Massachusetts Youth Partnership Charter School offers a model that can enable any school system to reduce its instructional costs, reduce amount of time that students spend on basic academics, increase the amount of time that the student spends in enhanced learning situations, and increases the quality and quantity of the vocational education services delivered by the school without having to invest in new buildings, furnishings, and equipment. These objectives are achieved through increased utilization of computer aided instruction, changes in pedagogical technique in which the ability to find information replaces the outmoded pedagogy of teaching students to retain useless or irrelevant information, through the involvement of a new kind of teacher - the mentor - who takes on students as apprentices and teaches them a given business, trade, or profession the old fashioned way - immediate total immersion, working in real time on real projects to gain an understanding about, and a feeling for, that trade, craft or business.

We believe that our pedagogical approach will make our high school uniquely adaptable to students with a wide range of abilities and limitations. The prominent use of computers will make it possible to provide more individualized instruction. At the same time, the extensive use of computers make it possible to custom-tailor the educational experience for each student in the room, without having to segregate students into different categories on the basis of their abilities or deficiencies. Advanced placement students will receive all the work they can handle; slower students will be able to proceed at their own pace until they reach a plateau that marks our minimum baseline of achievement in each subject area. Special needs students with emotional problems will find that smaller classes, individualized instruction, and frequent, one-on-contact with caring, responsible adults through our apprenticeship program will be less inclined to act out and more inclined to adhere to behavioral and performance standards

The proposed model also offers students an opportunity to get paid for staying in school, instead of getting paid to leave it. The apprenticeship model also enables the school to provide meaningful exposure to wide range of occupations which is limited only by the imaginations of the student population, and significant training in any field in which a student expresses an interest.

In point of fact, the apprenticeship model is the only educational model that addresses the question of how to provide meaningful job training in a wide variety of disciplines to high school students. The vocational high school model can only provide training in a limited number of disciplines, requires students to "buy a pig in a poke" by enrolling in such a specialized school before they are sure about which careers they want to pursue, and usually delivers a second-rate education based on outmoded equipment and techniques.

4. PROFILE OF FOUNDING COALITION

A. The History Behind This Proposal

The concepts presented in this proposal were originally developed and presented at the Global Summit of the International Data Group in 1994 in a panel discussion about how emerging computer technologies were affecting America's social structures. In his remarks at the IDG Global Summit, proposal co-author Alan M. Milner suggested that America was becoming a two-tiered society consisting of those who have access to new technologies and those who do not. In the course of his remarks, Mr. Milner suggested that one way of bridging the increasing gap between the computer-literate and the computer-ignorant was to saturate American public schools with computer technology to the point where there would be "a computer on every desk," something that the government of Peru had already achieved in its middle schools a dozen years ago.

Mr. Milner later incorporated these concepts into a charter school proposal for Care About Now, Inc., a Chelsea-based non-profit corporation. A second version of the same proposal was subsequently developed and submitted for the City of Gloucester, under the auspices of the Gloucester Youth Partnership, a group formed specifically to support the submission of the proposal.

In the first round of considerations, the Care About Now proposal for Chelsea was rejected; the Gloucester Youth Partnership proposal was placed in a group of five proposals that were conditionally accepted pending the revision of certain aspects of the original proposal.

Over the next six months, attempts were made to generate substantial community support for the proposal. At the end of this six-month period, it was determined that there wasn't sufficient community support in Gloucester to support the development of a charter school in that community. The Gloucester Youth Partnership disbanded after it was determined that it would not be possible to go forward with the charter school in Gloucester.

Through an existing relationship with Ms. Sandra Graham, who serves as the chairperson of For Individuals Recovering Sound Thinking, Inc., the agency where Mr. Milner is employed as vice president and chief operating officer. Ms. Graham was also involved with one of the five Cambridge-based groups that had submitted unsuccessful proposals in the first round of charter school applications.

A number of meetings were held in an attempt to effect a merger with the Bread and Roses Charter School (now the Benjamin Bannaker Charter School), but the parties were unable to reach an accord that would permit a merger. At this point, Mr. Milner and Ms. Graham agreed to form a new coalition, the Massachusetts Youth Partnership and submitted a revised proposal changing the venue of the school to Cambridge was submitted as a continuation of the previous proposal.

B. Description of the Founding Coalition

The Massachusetts Youth Partnership founded by Alan M. Milner and Sandra Graham, in a partnership that grew out of their mutual association with For Individuals Recovering Sound Thinking, Inc., the state's oldest community-based drug rehabilitation program, where Mr. Milner is the Vice President of Development and Chief Operating Officer, and Ms. Graham serves as the Chairperson of the Board of Directors.

Mr. Milner has more than 25 years of experience in the management of non-profit organizations, with specific expertise in the areas of substance abuse prevention and treatment, youth services, mental health services, family services, and associated disciplines, working in various capacities as an employee or consultant with more than 50 non-profit organizations throughout the United States. This background includes extensive experience in the areas of organizational development, program development, proposal writing, fundraising, program operations and financial management, as well as substantial experience in the private sector as a computer programmer, systems analyst and software developer specializing in the development of customized database management systems.

Ms. Graham is a long-time community activist in the City of Cambridge, where she was a City Council Woman for 18 years and a state representative for 12 years before retiring from public life to become a developer of affordable housing and management consultant with a wide-range of non-profit organizations.

As a former state legislator, Ms. Graham has had substantial experience with the economic, social, and political issues associated with public school education in the Commonwealth, including specific experience with various proposals for alternative edification and educational reform. As a former City Councilor, and a life-long Cambridge resident, Ms. Graham has a specific background and experience with educational issues in the City of Cambridge.

Beginning with this foundation, the Massachusetts Youth Partnership has expanded into a broad-based coalition of community residents and professionals committed to the implementation of the MYP Charter School. The members of the founding coalition have not incorporated, nor will any incorporation take place until a charter has been granted. In the interim, however, the founders have been organized as an advisory board and functions as a de facto Board of Directors. Upon incorporation, a selection of coalition members will become board members, while others will remain in the role of advisors to the founders of the school.

C. Coalition Members and their Affiliations

MYP has been actively recruiting a cross-section of community representatives to join the board of directors as founding members. The proposed founders with their affiliations are listed below:

<u>Name</u>	<u>Address</u>	<u>Affiliation</u>	
1. Alberto Barreto	38 Jay Street Cambridge, MA 02139	Community Activist Ph.D. Candidate	HM
2. Dr. Kathy Amica	Danvers, MA	Educational Consultant	WF
3. Shelly Marcus Cohen	4 Rolling Meadow Drive Holliston, MA 01746	Director of Education Jobs For Youth Boston	WF
4. Saundra Graham	189 Western Avenue Cambridge MA, 02139	Housing Consultant Creative Communities, Inc.	BF
5. Ron Sudko	75 Massachusetts Avenue Cambridge, MA 02140	Vice President, M.I.T. Government & Community Affairs	WM
6. Wallace E. Sherwood	10 Trowbridge Street Cambridge, MA 02138	Associate Professor of Law Northeastern University	BM
7. Gary Kaplan	312 Stuart Street Boston, MA	Executive Director Jobs For Youth Boston	WM
8. Ken Reeves	795 Massachusetts Avenue Cambridge, MA 02139	Mayor City of Cambridge	BM
9. Richard Claytor	97 Ruthven Street Boston, MA 02121	Director of Student Services Jobs For Youth Boston	BM
10. Dr. Mildred Blackman	336 Gutman Library 6 Appian Way Cambridge, MA 02318	Director Principal Center Harvard University	BF
11. Vicki Boudice	20 Soden Street Cambridge, MA 02139	Professor, Performing Arts University of Massachusetts Chair, Neighborhood Crime Watch	BF
12. Alan M. Milner	29 Washington Street Gloucester, MA 01930	Vice President & C.O.O. F.I.R.S.T., Inc.	WM
13. Joselyn Evering.	Waltham, MA	Executive Director Harvard Street Neighborhood Health Center, Inc.	BM
14. John Anastasio	10 Nancy Street Belmont, MA	Director of Training Fidelity Mutual	WM
15. Eileen Willard	10 Nancy Street Belmont, MA	Controller Scribe, Inc.	WF
16. Ann Butler		Co-coordinator Parents Committee on Special Needs Cambridge	WF
17. Tony Preston		Co-coordinator Parents Committee on Special Needs Cambridge	BF
18. Ilese Levitt		Parent	WF
19. Lewellyn Smith	84 Pembroke Street Boston, MA	Producer WGBH-TV	BM
20. Ronald Jones	5 Calendar Street Cambridge, MA	Assistant Director Cambridge Community Center, Inc.	BM
21. Nathaniel Hakim Askia	22 Standwood Street Boston, MA	Executive Director F.I.R.S.T., Inc.	BM

D. Specific Roles and Functions of Key Coalition Members

Dr. Mildred Blackman, director of the Principals' Center at Harvard University and a former Cambridge public school teacher, who will coordinate the initial employee recruitment, screening and selection.

Ann Butler and Tony Preston, co-coordinators of the Parents Committee on Special Education for the Cambridge Public School System, will advise MYP on issues related to the management of Special Needs student services.

Dr. Kathy Amica, an educational consultant in private practice, will evaluate all existing Individual Educational Plans and make recommendations for the correct implementation of previously established IEP's. She will also coordinate testing for special needs and the development of new or revised IEPs.

Alberto Barreto, formerly the Director of Outpatient Services at F.I.R.S.T., Inc. and presently a management consultant, will coordinate multi-cultural activities and serve as liaison to the Hispanic community.

Gary Kaplan, Executive Director of Jobs For Youth - Boston, will contribute his expertise in fundraising and alternative school management, and will be especially helpful in assisting MYP in gaining entry to various support groups assisting alternative school program.

Shelly Marcus Cohen, Director of Education at Jobs For Youth Boston, will assist with the development and implementation of the Core Curriculum and will supervise staff members responsible for curriculum development

Richard Claytor, Director of Student Support Services at Jobs For Youth Boston, will advise MYP on the development of appropriate student counseling and management techniques.

Joselyn Evering, Executive Director of the Harvard Street Neighborhood Health Center, Inc., will advise MYP on the intricacies of operating a non-profit corporation, health-related issues and the general area of new program development.

Wallace E. Sherwood, Associate Professor of Law at Northeastern University, will serve as legal advisor to MYP and will supervise all legal problems arising from the operation of the school.

John Anastasio, Director of Human Resources and Training for Fidelity Mutual, will advise MYP on the personnel issues arising from the operation of the school

Eileen Willard, formerly controller of the Phoenix Companies, will advise MYP on setting up and operating financial management and accounting systems.

Lewellyn Smith, former series editor for The American Experience and now a producer of The Black Experience, will be asked to consult on the use of media in education.

Nathaniel Hakim Askia, Executive Director of F.I.R.S.T., Inc., will be asked to consult in the area of community relations and interagency liaison activities.

E. Strategic Partnerships

MYP has formed strategic partnerships with several organizations that contribute to the strength of this proposal.

Harvard University's Principals' Center will assist in the develop of detailed job descriptions and will participate in the screening and selection of teachers for the school. Once the teachers have been selected, Dr. Blackman will assist with the initial training of teachers and other staff.

Massachusetts Institute of Technology's Office of Government and Community Affairs will assist MYP with the development and implementation of the proposed computer hardware and software systems, and the installation of the proposed local and wide area networks. MIT students will be utilized in the training of teachers and staff in the use of the computer systems.

Jobs For Youth Boston will assist MYP with curriculum development, teacher training, work force development and with the development of internship programs similar to those pioneered by JFY.

Lotus Corporation has already donated a Lotus Notes starter system for experimental purposes. Upon acquisition of a charter, Lotus will be asked for substantial assistance in the design, development and installation of the Lotus Notes system required for the proposed operations.

International Data Group, Inc., publishers of over 250 computer-related publications, has expressed interest in this project and continues to provide promotional opportunities through its publications and associated activities.

Metroserv Computer, of Cambridge, will assist with the design and installation of the networking hardware and software required by the school.

Solomon Construction, of Brookline, will consult on the design, development and execution of a renovation plan for the physical plant.

Cambridge Community Center, will provide counseling services for students and the school, and will serve as a training site in the field of human services for interested students.

5. SCHOOL DEMOGRAPHICS

A. Location

The MYP Charter School is presently in negotiations with the Archdiocese of Boston aimed at securing a lease on a 21,000 square foot former Catholic grammar school at the intersection of Harvard and Essex Streets in the Central Square section of Cambridge (see Building Options, below.)

B. Rationale for location selected?

The Central Square section of Cambridge is centrally located, highly accessible by public transportation from the entire metropolitan area, and has easy access to a wide variety of educational, cultural and economic opportunities. The proximity to Harvard and M.I.T. is a definite consideration.

C. Student Population

We are projecting the demographics of the school population on the basis of (1) the demographics for the city of Cambridge, (2) the demographics for the city's primary and middle schools, from which we will draw our students and (3) demographics from Cambridge Rindge and Latin School.

According to the 1990 census, 71.6% of the residents of Cambridge were White, 12.7% were Black, 6.8% were Hispanic, 8.9% were Asian, .2% were Native Peoples, and .4% were "others." Comparing these statistics to the student enrollments projected below indicates that the percentage of white students at CRLS is 37% lower than the percentage of white residents of Cambridge while, for example, the percentage of Black students in the system is twice as high as the percentages of Blacks residing in Cambridge.

The October, 1993 enrollment report for primary schools in Cambridge indicates that 44.8% of the enrolled students were White, 32.5% were Black, 13.8% were Hispanic, 8.8% were Asian, and .1% were native American. According to the same report, 29.2% of these students do not speak English as their first language, but only 22% were enrolled in ESL programs.

How does this compare to the high school? In October of 1993, 41.8% of the students at CRLS were White, (a 3% decrease from the primary schools), 36.9% were Black (a 4.4% increase), 14.9% were Hispanic (a 1.1% increase), and .1% were Native Peoples.

The median household income in Cambridge is \$39,990, unusually high for a densely-populated urban area. Nevertheless, more than 10% of the families residing in Cambridge have incomes below the poverty line.

On the basis of the current experience at CRLS, we can anticipate that approximately 22% of the students will have some special education needs and that an additional 10% will require bilingual education.

D. Anticipated Enrollment

Year 1	1995 -- 1996	180
Year 2	1996 -- 1997	240
Year 3	1997 -- 1998	240
Year 4	1998 -- 1999	240
Year 5	1999 -- 2000	240

E. Grade Levels Served

The Massachusetts Youth Partnership is a high school program and therefore serves grades 9 through 12. However, any student 12 years of age or more may apply for admission to the school. Students in the sixth or seventh grades may gain eligibility for admission by passing a competency examination designed to determine their capacity to perform 9th grade work. Students in the eighth grade are exempt from this requirement and may apply without passing the eligibility examination.

6. MARKETING AND RECRUITMENT**A. Marketing Plans****1. Media Outreach**

As soon as the MYP Charter School Application has been approved, MYP will begin a media outreach program by distributing press releases and feature stories describing the MYP Charter School model to all local print and broadcast media, including foreign language newspapers, television and radio stations in the Cambridge media market.

A series of television and radio public service announcements in the four most common languages spoken in Cambridge will be distributed to local media outlets describing the application process and offering application materials through the mail. In addition, MYP will purchase full page advertisements in local newspapers that will include a request for information form. The advertisement will be in multiple languages and the application materials will be translated into any language upon request.

Brochures describing the MYP Charter School in greater detail, and including an application form, will be prepared and translated into five predominant languages, including Braille. Translations into other languages will be made upon request.

In addition to broadcast and print media, MYP will also seek donations of billboard space and rapid transit display cards to alert non-media oriented families to the existence of the MYP Charter School.

Media outreach efforts will continue until the last vacancy has been filled through the lottery process (see below.)

Institutional Outreach

Institutional outreach will be facilitated through a direct mail campaign aimed at Cambridge non-profit organizations alerting them to the existence, mission, design, function, and appropriateness of the MYP Charter School to their clientele. Mailings will include a placard announcing the formation of the MYP Charter School, and will include self-mailing, pre-paid tear-off cards to facilitate consumer requests for additional information. No less than 250 of these placards will be distributed to public and private primary, middle and secondary schools in Cambridge, community-service organizations such as Boys and Girls Clubs, YMCA, YWCA, scouting groups, shelters, foster care organizations, gyms, banks, other public institutions, retail establishments, fraternal organizations, state and local agency offices in Cambridge, and bulletin boards at supermarkets, malls, and other places of business.

B. Student Recruitment

In order to insure that all residents have an equal opportunity to consider and apply for admission to the Massachusetts Youth Partnership Charter School, a circular describing the school and including a preliminary application form will be distributed to all Cambridge public school students in the sixth, seventh, eighth, ninth and tenth grades. Two separate distributions will take place a month apart, one through the public schools and one through the mail. A special effort will be made to reach prospective students who have already dropped out of school, or who are at risk of dropping out from the eighth grade through a street outreach program conducted through friends, family, siblings and significant others to insure that all prospective students in the high risk category have an opportunity to consider enrolling in the program.

Prospective students who indicate an interest in the program will be invited to open houses during which the educational approach will be described and demonstrated with hands-on experience with the actual hardware and software that will be used in the program. In addition, prospective students will also be asked to participate in a New Careers Workshop program that will encourage prospective students to think about real-life careers that they may begin through one of the Charter School's apprenticeship programs.

Prospective students who are still interested after they have participated in a New Careers Workshop will be encouraged to take a non-competitive examination to enable MYP staff to determine how much remedial preparation the student might need to meet the demanding requirements of the MYP Charter School. The results from these tests will be used to help plan the initial semester of the school to include the necessary remedial services for the actual student population.

7. ADMISSIONS POLICY**A. Admissions: Eligibility and Standards**

The Massachusetts Youth Partnership will admit any student regardless of race, creed, religion, color, national origin, language, sex, gender preference, physical, mental or emotional handicap.

Admission to the MYP Charter School shall be based upon the self-selection of students on the basis of an informed appraisal of the unique requirements of the school. Each student, and at least one of the student's parents or a legal guardian, will meet with an admissions committee consisting of the head teacher of the school, a representative of the student body and a representative from the school's parents. This meeting will include a tour of the school and a presentation describing the school and explaining how the school will operate. Students will then be asked to demonstrate their understanding of the principles of the Massachusetts Youth Partnership program as they have been explained during the admissions interview, and convincingly describe, either verbally or in writing, why the student wants to enroll in the Massachusetts Youth Partnership Charter School.

Many colleges admit high school juniors who elect to skip their senior year and go directly to college. We think that gifted junior high school or middle school students should be given the same opportunity to skip ahead to high school when their abilities merit the advancement. Our school will admit students on the basis of competency as well as age. Therefore, any student who has completed the eighth grade may apply for admission to the school. Students in the sixth and seventh grades may apply for early admission, but must demonstrate the capacity to do high school level work through a non-competitive examination. Those younger students who pass the competitive examination will be entered into the lottery for student openings. Those who do not pass the non-competitive examinations may reapply when they complete the eighth grade.

B. Selection of Students

The admissions policy will conform to MGL 71 Section 81, which stipulates that all charter schools must follow a policy of preferential admissions under which Cambridge students will be given priority over students from other communities. All applicants from Cambridge will be accepted on a provisional basis under which no acceptances will be permanent until it is determined that the total number of Cambridge residents requesting admission is less than the number of seats available. In this case, all Cambridge students will be admitted, and the vacancies will be filled through a lottery for non-Cambridge residents. If the number of Cambridge residents exceeds the number of vacancies, a lottery will be held among the Cambridge residents seeking admission to the school, and all of the seats will be awarded to the Cambridge residents whose names are drawn in the lottery.

B. Timetable for Admissions Process

The following timetable is dependent upon a timely certification of the MYP Charter School by the Commonwealth:

February 15	Deadline for Proposals
March 15	Deadline for Notification
March 16	Application Period Begins
April 15	Application Period Ends
April 20	Certification of Applications
April 25	Cambridge Lottery (if required)
May 1	Non-resident Lottery (if required)
May 15	Notification Date

D. Non-discriminatory Recruitment Process

This non-discriminatory approach, in which students themselves make the essential admissions decisions, fosters the development of a multi-faceted student body, with a wide variety of personal characteristics. The program we have developed is specifically designed to meet the needs of widely-divergent student types, and therefore can best be demonstrated by admitting a broad range of students. Upon acceptance, all students entering the school will be evaluated for educational assets and liabilities. An individualized educational plan will be developed for each student that will identify each student's strengths and weaknesses, and specify a specific methodology for developing each student's strengths and correcting weaknesses.

8. TIMETABLE: SEE ATTACHMENTS

9. EVIDENCE OF SUPPORT

The Massachusetts Youth Partnership began as an ad hoc community effort. Since the submission of the original proposal, the members of the Massachusetts Youth Partnership has initiated a series of public meetings with parents, community residents and members of the business committee during which the revised proposal (this document) has been distributed for review and comment.

As a result of these meetings, we now believe that we have developed a broad base of community support for this project, including:

- _____ affidavits from parents who have indicated an interest in enrolling their children in the school
- _____ affidavits from students who have indicated an interest in enrolling in the school on their own initiative
- _____ affidavits from educators interested in working at the school
- _____ affidavits from members of the business community who support the establishment of the school
- _____ affidavits from members of the community volunteering to serve as mentors to students in the school
- _____ affidavits from educational authorities, consultants, and community leaders supporting the mission, the design, and the proposed management structure for the school
- _____ affidavits from funding sources indicating an interest in the model proposed by the Massachusetts Youth Partnership

Since moving the charter school to Cambridge, we have received enthusiastic support from members of the community, but this support has not be documented pending negotiations with the City of Cambridge and the Cambridge School Committee that we believe will result in gaining official support from the City of Cambridge. Separately from this proposal, we shall submit an itemized listing of the support we have received from the members of the community for our proposal. This page will be used as a summary cover page for the documentation of community support.

10. EDUCATIONAL PROGRAM

(also see Response to Feedback in the Appendices for Additional Information on the following subjects. The Response is an integral part of our submission!)

A. Replacing Outdated Pedagogical Methods

Recent research substantiates that there are a number of different kinds of intelligence, each of which has its own unique learning styles, and requires its own unique instructional techniques. Teachers themselves have never been taught how to accommodate themselves to the learning strategies of their students and usually demand instead that student learn the way that the teachers want to teach. It is our philosophy that both the student, the teacher and the school system must learn to recognize, identify and adapt themselves to learn and to teach the way that each student learns best rather than attempting to force the student to learn the way the teacher teaches.

B. Individual Instruction vs. Group Instruction

The single most striking characteristic of existing pedagogical methods are that they are all, universally, designed to teach students in large groups. Today, however, the technology exists that will enable us to provide more individualized instruction without hiring more instructors, and our instructional systems have been designed to take advantage of these advances. Our system will enable each student to proceed at his or her own best pace in each subject, without either being held back by the other students, or holding up other students in their progress, without stigmatizing either gifted or challenged students. It is our belief that increasing the amount of individualized instruction given each student will result in a dramatic improvement in student performance.

This will be achieved through the increased use of computers as instructional devices (which means that the computer will be used as a tool, not studied as a subject in an of itself), and through an apprenticeship system that will give students the opportunity to learn a wide variety of skills "on the job," in the "real world" rather than the classroom. These "apprenticeships" will not be limited to trades or occupations, but will also include exposure to professions, arts, sciences, the business world, and the world of non-profit organizations and social service agencies. If it exists in our environment, we will find a means to give students a change to experience it as apprentices, through internship programs, or by some other strategy.

C. Competency-based Education: The Use of Learning Plans

Our model utilizes a goal-oriented approach in which students can progress at their own pace in any given subject, rather than a more traditional class year approach in which students are expected to complete specific subjects according to an arbitrary timetable that may or may not match the developmental level of the individual child.

Therefore, achievement within this structure is measured on the basis of the achievement of specific learning objectives that are adopted by agreement between the student and the teacher at the beginning of each semester. These are expressed in terms of competencies that a student agrees to achieve in the course of the semester. In this model, the student must propose a learning plan that will guide them toward the accomplishment of the academic and non-academic objectives. The student's primary instructor must then evaluate the student's plan to insure that all of the required objectives will be met.

In the competency based educational model, students select the courses they will take each semester, and present a plan that identifies the subjects they will take and the outcomes they expect to achieve. These plans are presented in writing to the primary instructor (the teacher with direct supervisory responsibility for this student), who must approve each student's learning plan for each semester.

The learning plan forms a contractual agreement between the student and the school documenting what the student will accomplish during the next semester. It also provides a basis of evaluating both attention and application, and gives the head teacher a tool for evaluating whether a student's activities conform to the student's learning objectives.

Each unit of study requires that students pass examinations that are built into the computer software in order to move on to the next unit of study. Successful completion of each unit also earns the student additional credits that may be used to purchase time in the optional programs (games, interactive, video, access to Internet, etc.)

Students may complete each competency by finishing the course work, opting to take an examination to prove their competency instead of doing the course work, or by taking on a special project associated with the course work (with the prior approval of the primary instructor.) This gives each student at least three different ways to demonstrate their individual mastery of a given subject.

D. Computers in the Classroom

It is an inescapable fact that the instructional methods used in American public schools have not kept pace with the technological revolution that is sweeping across the world. Having recognized that there are different types of intelligence, and different styles of learning, it becomes incumbent upon educators to devise methods of instruction that address these differences. Computer technology is one tool that can be used to help customize the instructional approaches for each student.

Until very recently, computers were not much used in education and, where they were used, they were not being used well. In our program, computers will not be studied as a subject; instead, they will be used as a tool to study English, history, math, philosophy, psychology, economics, anthropology, archeology...anything that could be studied from the pages of a book, we will teach on computers instead. But we won't stop there, because we will also demonstrate the ability to teach music, art, foreign languages, and other subjects that people don't associate with computers at all.

Using computers, we can enable each individual student to progress at his or her own best learning rate. The faster learner can complete a subject in weeks instead of months, while the slow learner can take as much time as necessary to master the same subject...but, with computers, the fast learner and the slow learner can learn successfully, together, at the same time, in the same classroom, without the slow learner holding the faster learner back, or the fast learner leaving the slow learner behind in the dust.

E. An Educational Community Model

Class years have been important to students for generations. As adults, we remember how we looked forward to our senior year in school but, for the most part, we forget how the senior year was such a let down because our schools suddenly demanded less from us just when we were prepared to give more. The older students in our school will be called upon to serve as role models for the entire educational community in a new and different manner. Instead of being assigned to a specific homeroom on the basis of age, students will be assigned to houses on the basis of geographic proximity, with students living near each other being in the same house, and expected to work as a group on projects and activities. This system is modeled on the House Plan Association at the City College of New York, which was developed as an alternative to the fraternity-sorority system that had previously dominated college campuses all over the country, and has proven very successful at breaking down artificial age barriers among students and promoting the development of a learning community in which students help each other learn.

F. An Independent Study Curriculum

Unlike public schools that reward students for merely showing up in class, and promote students on the basis of age rather than accomplishment, we will create an environment where students will come and go as they choose, perform tasks that they have defined for themselves, earn recognition for achievements rather than attendance, and enable each student to progress as quickly as he or she can toward the completion of their educational responsibilities. **Students will be able to build their own educational goals, selecting from a much wider range of subjects (through the apprenticeship system) than any other school has ever been able to offer, creating a customized curriculum that includes the common core of learning (see appendices for a sample curriculum) and a wide array of electives (based upon the offerings available from the apprenticeship program)** for each student that thoroughly covers the basics but allows each student to explore his or her own interests while exposing them to disciplines they might never have discovered on their own.

G. Independent Study Projects

At the beginning of each year, each student will identify a project that he or she will undertake during the course of the year. Each project must be proposed in advance in writing to the Head Teacher of the school, who will accept or reject proposals on the basis of the merits of the project and the student's ability to undertake the project and achieve its objectives. Projects may encompass any prosocial activity, ranging from community service projects to challenging personal reading programs. Monthly progress reports will be required, along with a final report describing what was attempted and what was achieved. Students may work individually or in teams of two or more.

H. The Work Study Program: Apprenticeship Training

In our Apprenticeship program, students (beginning in the junior year) will work with seasoned professionals in the community who have committed themselves to taking on one or more students to work with them under their supervision.

If a professional, trade, craft, occupation or business exists in the community, the Massachusetts Youth Partnership will find and recruit qualified adults who can give the student actual working experience in a field in which the student is interested. Unlike vocational training programs in other high schools, our vocational training programs will not be limited to the manual trades; apprenticeships will include opportunities in the performing arts, sciences, professions and occupations.

In preparation for the apprenticeship program, all of our students will be instructed in what we call student survival skills. We will teach them how to get their course work done at the same time as they are involved in their apprenticeship activities, how to balance the demands of their family responsibilities and their social lives with the demands of their educational and vocational objectives.

During the freshman year, students will be introduced to the world of work within the school environment, since freshmen will be responsible for the physical maintenance of the school facilities themselves, and will be introduced to the manual trades through hands-on experience.

Students who have completed the advanced work-study program can progress to the full-year apprenticeship program, selecting one discipline and devoting a minimum of 16 weeks during the school year to the pursuit of that discipline, and will be required to present a report documenting their accomplishments in their apprenticeships. The apprenticeship model requires a one-to-one relationship between the student and a working professional in the student's chosen field.

Beginning in the junior year, students will be paid for their work as apprentices in the work-study program....but the real pay off will be in the relationships they will form with strong, caring (and, of course, closely supervised) adults who are experts in their own fields, rather than teachers who can never be as expert in any given field as a professional who has devoted his or her life to a given discipline.

Mentors will be recruited, selected, trained and supervised to insure that the quality of the instruction merits the time that the students will invest, and to insure that all students are as safe and secure in the apprenticeship program as they would be in a traditional classroom.

I. Extended School Days/Extended School Years

Comparative studies of education in different countries has revealed that American children spend far less time in school than their European and Japanese counterparts. The school day in the United States is usually no more than five hours. In Germany and Japan, it is approximately eight hours. More importantly, German and Japanese students spend at least five hours a day on academics; American students spend less than three hours a day on academics. In addition to longer school days, the school year is longer in other countries. In Japan, students spend an average of six days a week in school. In both Germany and Japan, the school year is 11 months long; in the United States, the actual number of school days translates into a school year that is less than eight months long.

Clearly, then, a longer school day and a longer school year are both required in order to meet or beat the competition. In our public school systems, attempts to increase the school day or lengthen the school year meet with political opposition from teachers' unions, and financial constraints by taxpayers who don't want to foot the bill for increased hours or a longer school year.

Our school will be open year round. In July and August, the school will offer additional, non-academic courses that will not be offered during the regular school year, along with a full complement of regular services. The school day will begin at 8 AM and run through 6 PM; the school buildings will be open to the community until 10 PM for extracurricular activities.

J. 100% College Preparation

Whether or not they want to attend college right after high school, we believe that it is our obligation to insure that every one of our graduates can attend college should they choose to do so, either upon graduation or at some point in the future. Therefore, unlike many schools that perpetuate the academic and non-academic tracking system, all of our graduates will have enough course credits to qualify for admission to a four year baccalaureate program in an accredited college or university. In addition, all students will be required to take a College Board Examination Preparation Course, and will be required to take the College Board examinations at least two times each year to help us identify educational deficiencies that might prevent them from gaining admission to a college. (Test scores will be compiled and used in statistical research documenting the performance of the school. See Research.)

K. A College in a High School

It has been our observation that many students are intellectually ready for college level work long before they are emotionally ready leave home and go to college. In many communities, high school students regularly take college courses at local colleges and universities, but the cost of such transfer students is prohibitive on any large scale. In order to bridge the gap between high school and college, our school will be installing the Computer Learning Systems, Inc. college by computer program. This program enables students to take courses by computer from a fully accredited college leading to a degree in either human services or computer science. Credits earned this manner will be fully transferable to other institutions of higher learning once the student graduates from high school and goes on to college. The same system will also be made available to members of the community who wish to earn a college degree. This enables us to integrate adult learners into our charter school environment through a shared experience with the college by computer program.

L. The MYP Core Curriculum**1. Proficiency in English**

English is the language of the United States. Any school that does not require its students to master the English language is not doing its job. The Massachusetts Youth Partnership believes that students cannot be considered proficient in English unless he or she can demonstrate reading comprehension equivalent to a 1970 college freshman, and also demonstrate and equivalent competency in terms of both writing and speaking that is equal to their reading level.

Therefore, all students must demonstrate proficiency in English by completing a reading program that includes a wide selection of Classical, English, American and world literature, and by completing competencies in both expository and creative writing, and in public speaking. All students must submit a selection of written materials to qualify for graduation, and must also take at least one unit of elocution and one unit of public speaking to demonstrate verbal competency in English.

In order to assist those students who are not proficient in English, MYPCS will offer English as a Second Language using the total immersion teaching method. Students who are not fluent in both verbal and written English will receive intensive remedial instruction to enable them to meet the requirement for demonstrated proficiency in reading and writing English. Students who cannot achieve acceptable verbal and written comprehension sufficient for performance in the program during their first year in the school, will be referred to the Cambridge public school system for 766 Core evaluation before continuing further in the program.

2. Foreign Languages

Students must be able to demonstrate fluency in both speaking and reading at least one foreign language to qualify for graduation.

Foreign languages will be taught using an independent study approach and commercially available audio-video tapes and computer software designed to enable foreign language students to rapidly gain verbal competency, while developing reading and writing capabilities. This reverses the usual order in which American schools teach foreign languages, but it conforms to the latest research on the most effective means for teaching foreign languages.

At present, the school plans to offer Arabic, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Latin, Portuguese, Russian, and Spanish. Additional languages may be added upon request.

3. Foreign Language Practicums

We are extremely fortunate to have native speakers of virtually every language on Earth in the Metropolitan Boston-Cambridge area. To facilitate the development of language skills, MYP students will be offered opportunities to work with college students from around the world in one-on-one tutorial with foreign students who will receive English instruction from our students in exchange for instruction in the foreign student's native language.

4. Mathematics

All students will be required to complete introductory algebra, intermediate algebra, plane geometry, and trigonometry. Advanced Algebra and calculus will be offered as electives. In addition, all students will also be required to complete a competency in business math that will include personal financial planning, budgeting, tax preparation, and basic bookkeeping. Students will be required to document their competency in the use of computerized spreadsheets and other commonly-used math software. As part of this competency, each student will be required to submit a model business plan for a business start-up in a field studied during the apprenticeship program.

5. Science

We have divided the Science Competencies into two categories, mandatory sciences and optional sciences. Mandatory sciences are those we believe that all students must understand in order to function in the world. Optional sciences are those in which the student has a special interest, but are not considered (by us, at least) to be required knowledge for a high school graduate.

Mandatory sciences include physics, organic chemistry, geology, and biology. Optional sciences include architecture, astronomy, archeology, geology, and any other scientific subject in which the student had an interest.

6. History

We believe that a solid grounding in history is a prerequisite to an understanding of the modern world. All students will be required to complete a series of history courses that will include Prehistory, Ancient History, Greek and Roman History, History of the Middle Ages, Renaissance History, and Modern History. Contradicting modernistic trends in the teaching of history, we will return to a chronological emphasis that will examine the history of world within the context of the pivotal events in human affairs.

7. American citizenship

This unit requires a demonstrated understanding of American history, beginning with the Colonial period and culminating with current events. To complete this competency, students must demonstrate an understanding of the checks and balances governing both the national government, state governments, and the balance of power between the national and state governments. Major constitutional issues will be studied, along with major concerns with respect to civil rights, personal liberty and the obligations of a citizen to society.

8. Economics

We believe that all Americans need to know more about economics in order to understand how economics on the international level may affect both national policy and the lives of individual Americans. All students will be required to complete at least one competency in basic economics, and electives will be offered in intermediate and advanced economics.

9. *Humanities and Social Sciences*

In our curriculum, the humanities include anthropology, philosophy, psychological, religion, and sociology. Many schools that have adopted a "back to basics" curriculum are giving the humanities increasingly short shrift. We believe that this is an unacceptable situation for any community that wants to have an educated electorate. Therefore, our program requires that all students complete at least one unit in each of these disciplines. In addition, all students will participate in a school wide peer counseling, peer leadership program, in which students will learn how to help one another cope with the many issues and problems that emerge during adolescence. We believe that it is important for all students to have a basic understanding of other religions as well as their own, so we will teach comparative religion from a historical standpoint in which all religions are treated equally. (We will not, of course, endorse or recommend any one religion to our students.)

10. *Arts*

Along with the humanities, the arts are receiving decreased support from many public schools. Aside from the numbers of students for whom the arts may, in fact, be professional opportunities, all students need to have some means of self-expression that they can use as an organizing principle in their lives. Therefore, all students must complete an introductory courses in art appreciation and music appreciation, followed by an concentration in at least one art form, and one musical instrument. In addition, all students will be required to participate in some performing art. Arts that will be able to choose from drawing, painting, sculpture, ceramics, wood working, metal working, dance or theater.

11. *Physical Education*

Most public schools today spend an inordinate amount of time and money on varsity athletic activities, but a very small percentage of the overall student population actually benefits from these activities.

At our school, all students will participate in a physical conditioning program, a intramural athletic program, and in a sports education program that focuses on individual activities rather than varsity team sports.

All physically capable students will participate in a program of physical conditioning that will include cardiovascular stimulation, muscle tone and coordination exercises, and individual skill sports.

All students will be able to select from athletic activities that will include T'ai Chi', Karate, boxing, fencing, wrestling, gymnastics, boating, and a wide variety of other activities.

As a waterfront community, with close ties to the sea, we believe that it is essential for all of our students to master swimming and, in addition, to pass the basic Red Cross Lifesaving course.

11. STUDENT PERFORMANCE

(also see Response to Feedback for additional information on this section.)

A. A New Method of Grading and Evaluation

The MYP Charter School will comply with MGL Chapter 71, Section 89, with respect to all applicable student performance standards. As an educational institution, we must warrant that students who have graduated from our program have achieved certain minimum performance standards in terms of basic academic skills. We must also document and show approval for the other skills that our students will learn to develop during their tenure with us. We must be able to evaluate both academic and non-academic performance in that manner that is consistent with the expectations of government, colleges, other institutions of higher learning, and employers.

The proposed educational model, however, raises some difficult questions about how to evaluate a student's progress in a self-paced educational environment. This is further complicated by the entire question of ethnic, cultural and gender biases that exist in any standardized testing system. Therefore, with these issues in mind, we are proposing to use a combination of techniques based upon the "demonstrated competency" model now being used on the college level.

All information-based examinations are biased toward one kind of intelligence, which we might call verbal-academic intelligence. This favors students with good memories over students with poor memories. As a result, a student who is a superb problem-solver, a gifted performer, an empathic consoler, or an inspired artist - but has a poor memory for facts and figures - will test far lower than a more pedestrian student who happens to have a good memory. We believe, however, that our instructional methods will increase the comprehension and retention of data among our students.

The MYP Charter School will therefore use a computerized evaluation system that will actually assess the student's progress in terms of concrete, objective performance criteria. This system of in-process evaluation relies upon multiple choice and fill-in tests to evaluate factual information retention, but also provides a mechanism to track the accomplishment of less tangible achievements.

In addition to this objective grading system, we shall also alternative methodologies through which students may demonstrate their competency in a given discipline. Students who do not test well may submit independent study projects such as research papers, literature reviews, or documentation of life experience to demonstrate their mastery of a given discipline. Students who do not write well may submit multi-media projects. Teachers may also quantify classroom participation that documents that students can demonstrate competency verbally if they cannot demonstrate it in writing. Report cards, as indicated above, will reflect this philosophy by listing each competency required under each subject area and indicating whether or not the student has mastered each unit of study under each competency.

Schools with the same or similar models for student evaluation report a higher than average acceptance rate among top drawer colleges because administrators have found that they often do better than students who present excellent grades who have attended high schools that have focused on grading students rather than really educating them.

B. Raising Standards of Behavior

Whether or not we believe that manners should be taught in school, it remains true that good manners are as essential to success as any academic discipline, but our school systems have so far lowered their behavioral standards that it has become difficult to maintain any kind of discipline in our public schools. We believe that it is essential that we set and maintain much higher disciplinary standards for our students, and take whatever steps are necessary to enforce those standards among our students. Students will be held to a specific code of behavior that will be enforced without exceptions and regardless of extenuating circumstances. A student court will be established to hear all grievances and determine both responsibility and punishment. A dress code will be established and maintained.

C. Raising Expectations for Student Achievements

We believe that we must offer students a challenge rather than a compromise. In exchange for the alternative instructional methods we offer, we will demand that students meet higher expectations in terms of both effort, performance and achievement. The process of raising expectations requires a change in how to calibrate and report student performance. In most educational environments, students receive a grade in a given subject that represents the percentage of that subject that they have mastered during the last reporting period. An "A+" student has mastered 100% of the material; a "B" student has mastered around 80%. In our school, report cards will not show grades for math, English or science. They will, instead, show whether or not the student has mastered, for example, binomial equations in math, or the theory of relativity in science. Not a "pass-fail" system, this is an accurate inventory of accomplishments that indicates to the student, the parents (and college admissions officers) exactly what the student has achieved during the course of the student's studies.

Lateness and absences will not be tolerated, but we shall employ more innovative measures to insure that students are present and on-time; detention has never solved either a tardiness or a truancy problem. Students who put in the effort, but whose performance or achievement does not meet our standards will receive increasing amounts of individualized attention from consultants retrained for this purpose, but they will not be excused from their regular work load for remedial classes.

D. Assessing Student Performance

Whatever their individual characteristics, all educational institutions must evaluate their students on the basis of the four "A's" of education: attendance, attention, application, and achievement.

1. Attendance

Even though this is a self-paced, student-controlled environment, the student cannot be learning if the student is not present. While strenuous efforts will be made to encourage students to attend classes, those who do not conform to minimum attendance requirements (NO unexcused absences!) will be dismissed from the program on the third occurrence.

2. Attention

Students can be at school, but not be in school. Attendance without attention to the work at hand will not be tolerated. Students who are disruptive, unproductive, or unable to focus on their work will be dismissed from the program. Attention is measured by classroom participation, engagement in the apprenticeship programs, and participation in artistic, athletic and recreational activities.

3. Application

It is our belief that all students will prosper from their participation in this educational model, if they apply themselves to the learning tasks they have undertaken. Failure to undertake the requisite tasks - as identified in the student's individualized learning plan - will be considered evidence of a failure of application.

4. Achievement

The ultimate evaluation of any educational process is, of course, the achievement of the student. If the student hasn't tried, the failure belongs to the student. If the student has tried, but has not learned, the failure must belong to the school, not the student. Education is the only area of human activity where the customer is blamed for the vendor's failure.

E. Measuring Skill Development

Academic certification can be accomplished through the use of standardized examinations such as those used in the G.E.D. certification process. This is, however, only one of several criteria that must be accomplished.

One of the problems with existing educational methodologies is that students do not get accurate and timely information on their performance. Quarterly report cards do not provide adequate motivational feedback about the student's performance.

The Massachusetts Youth Partnership Charter School will use a cumulative reporting system that will incorporate weekly summaries of each student's performance that cumulatively rates their performance in a percentage of efficiency rather than an outcome variable that reflects knowledge retention.

Weekly summaries will be compiled into monthly reports that will document the teachers' perceptions, which will be augmented by the student's own self-assessments contained in the monthly updates of the student's learning plans and progress reports.

Documentation of non-academic skills development will be achieved through three mechanisms: documentation, demonstration, and evaluation. Students will be required to submit documentation from their mentors establishing that they have participated in and completed each non-academic competency. In addition, students will be asked to demonstrate skills that have developed in regular seminars. Finally, the mentors who have worked with the student in each venue will be required to submit an evaluation report documenting the mentor's assessment of the student's performance in each unit of study.

F. Remedial Education for Underachieving Students

Under the proposed educational model, the very concept of "remedial" education comes into question. Students proceeding at their own individual paces, working on different subject and different levels at the same time, raises uncomfortable questions about age appropriate education, in which the school system determines what a student should know at any given age.

Using the mentorship approach, with a 12-1 student teacher ratio, and focuses the teacher's energies on tutoring rather than rote memorization exercises, we believe that there will be little or no need for remedial instruction. Where this need does arise, the student in question can be given additional individual instruction using specialized computer software designed to help the student review and re-learn the subjects in which the student is not making progress.

In the case of special needs students with "learning" disabilities, there is special software available that will help these students develop compensatory strategies that will enable them to cope with a wide variety of educational problems. With more extreme cases, where there are physiological or psychological problems, students will be referred to the local school system for 766 Core evaluations and consequential services.

12. ACCOUNTABILITY

A. Program Evaluation Methodology

The operational design of the Massachusetts Youth Partnership Charter School lends itself to a progressive program evaluation methodology. The school will evaluate its performance according to the following criteria:

Student attendance records will be used to document the school's ability to maintain the interest and commitment of its students.

Student performance statistics will be compiled on a monthly and quarterly basis to serve as the foundation for a statistical evaluation of the school's performance. Increasing cumulative performance statistics among the study body would be indicative of an effective educational program.

Comparative student performance statistics measuring performance of the school's students against other students in the same age category via standardized examinations will document the effectiveness of the school's methodologies against other competing methodologies.

Other measures of school performance will include drop-out rates among students, the percentage of students completing work study projects, the percentage of students undertaking apprenticeship programs, the percentage of students completing apprenticeship programs, and the number of students who report securing jobs on the basis of apprenticeship experiences.

B. Parent Teacher Communications

Students, parents and teachers will meet together with the Board of Trustees on no less than a monthly basis throughout the school year to facilitate communication and decision making about the development of the school. In addition, there will be a regular weekly newsletter - published by students themselves - for students, parents and teachers. Regular monthly meetings with parents will be offered as an option, but the teaching staff will meet with the students and their parents at least every other month to discuss the student's progress in the program.

C. School-Community Communications

The school newsletter will be published and distributed to any member of the community who wishes to subscribe. As a vehicle for school community information, the pages of the newsletter will be open to parents and other members of the school community (administrators, board members, local residents, etc.) In addition, there will be four open houses each year during which the public will be invited to visit the school and see the work that is going on there.

D. Annual Report

The Board of Trustees shall compile and distribute an annual report to the parents of the students in the school, local school board members, municipal officials and state agencies that will include the following:

- An audited financial statement for the previous fiscal year
- A board-approved operating budget for the upcoming fiscal year
- A Performance Evaluation (see above) documenting the outcomes of the educational process during the school year.
- A Outcome Evaluation describing the results of the school year in terms of the accumulated achievements of the school's students.
- A Staffing Pattern Report documenting the performance of the staff during the school year.
- A compilation of parent, teacher, and student comments about their experiences in the school over the course of the school year.
- An Enrollment report documenting the number of applications and the number of students accepted for the upcoming school year.

E. Management and review of School Finances

1. Management Controls

The school will establish and maintain separate operating, capital fund, tax and payroll accounts, and will employ a line of credit with a local bank to insure adequate cash flow to sustain program operations. In order to insure adequate financial accountability, the MYP Charter School will use a fully-automated accounting system documenting all revenues and expenses. All disbursements will be made by co-signed checks requiring the signatures of the Chairperson of the Board of Trustees and the Executive Director of the school; two alternative signatories (the Treasurer of the Board of Trustees and the Head Teacher) will be empowered to sign checks in the absence of the two principal signers. All purchasing will be made with approved purchase orders only. Disbursements will be made against approved expenses.

2. Financial Reports

The Board of Trustees will receive monthly financial reports documenting all revenues and expenditures from the management of the school. The financial reports will include specific documentation with respect to the payment of all required taxes and other operating expenses. In addition, the financial report will also include a variance report comparing expenditure experience with the predictions forecast in the agency's operating budget. Quarterly reports will be compiled tabulating the monthly reports by an outside auditor as a check and balance against the internal accounting staff. An unaudited annual report will be compiled and presented prior to the completion of the annual audit.

3. School and Student Records

All school and student records will be maintained in a computerized database system. These records shall include staff and student attendance records, student performance records, staff performance evaluations, and management performance reviews. Student report cards will be issued on a monthly basis; teacher report cards will be a compilation of the student report cards for the students in the teacher's care.

Separately from the reports issued to parents on a monthly basis, each student will receive an unranked weekly report that will indicate the student's performance ratio (the percentage of assignments completed to the number assigned.) This automatically generated report will be based on performance measures built into the proposed software package. It will provide a subject by subject progress and standing report that will enable the teacher and student to evaluate the student's progress, identify strong points and areas where improvement is needed.

Because of the availability of more advanced computer systems, the school will be able to retain the entire body of each student's work (called the portfolio) in perpetuity. This portfolio shall include comprehensive test scores, examination results, performance reviews, standard examination results, and the student's personal records for attendance, behavior, and comportment.

13. HUMAN RESOURCE INFORMATION

A. Staff Selection Process

The Board of Trustees, meeting in camera, shall confirm the appointments of the Executive Director, Head Teacher, and Mentorship Coordinator previously selected by the Incorporators. Subsequent staff selection will be performed by the executive director, the head teacher and the mentorship coordinator, sitting together as the school's hiring committee.

The hiring committee will design and disseminate recruitment materials, review incoming resumes and select candidates for initial interviews. The initial interviews may be conducted by any one of the three members of the hiring committee. Those candidates who are selected from this initial pool of candidates will be interviewed a second time by the entire hiring committee. Candidates who receive a minimum of two votes out of three after the second interview will be referred to the Personnel Committee of the Board of Trustees, who shall review and approve all hiring.

The selection process will be designed to produce an ethnically-mixed, multi-cultural teaching staff with professional credentials (Mass. Certification will be preferred but not required) and previous teaching experience in alternative educational systems. In addition, all primary instructors must have previous experience with computer-aided instruction, and each Program Coordinator (see below) must have previous academic and professional experience in the specific disciplines for which the Coordinator will be responsible.

B. Staff and Teacher Evaluation

Administrative staff will be evaluated on the basis of job descriptions specifying the delivery of services according to prescribed schedules. Administrative staff will also be evaluated on the basis of attendance, promptness, attitude and comportment.

Academic staff will be evaluated by several different mechanisms. All academic staff will be evaluated on the basis of the same behavioral standards of attendance, promptness, attitude and comportment. In addition, however, they will also be objectively measured by compiling the statistical performance of their students on both standardized tests and informal measures of accomplishment. Primary instructors are to be graded on the behavior, attitude, attendance, and generalized accomplishments of the students in their primary classes. Coordinators will be evaluated on the basis of the "school as a whole" performance with respect to their individual disciplines. The evaluation methodology will be both longitudinal (measuring the percent of change over time), and latitudinal (comparing results between different instructors, and different Coordinators, over the same period of time.)

There will also be a formal student evaluation process for both academic instructors and the mentors using a standardized survey instrument to determine student perceptions of teacher performance. Parents will also be asked to evaluate the instructor's performance on the basis of their contacts with the instructors. of the instructional staff will also be evaluated on the basis of the performance of the students for whom they are directly responsible.

Finally, there will also be a peer review process through which staff members will grade each other, using a standard data collection instrument and an anonymous sampling method to determine how staff members perceive each other within the context of the school and the educational community we are attempting to create.

C. Relevant Employee Information**1. Projected Salaries**

Position	Salary
Executive Director	\$60,000
Head Teacher	\$55,000
Mentorship Program Coordinator	\$50,000
Computer Systems Manager	\$35,000
Instructors	\$35,000
Coordinators	\$35,000
Student Activities Coordinator	\$30,000
Administrative Assistant	\$35,000

2. Employment Contracts

The executive director and head teacher will receive five year personal services contracts with specifically negotiated buy-out packages in the event that the Board of Trustees wishes to dismiss one of these individuals. This is our equivalent of tenure.

All other employees will receive one-year contracts that will include a 90 day probation period, and a 180 contract review period. All teachers will be hired provisionally on a one-year trial basis. After the first year, teachers will be hired under an annual contract basis. All contracts will be specifically written for a 40 hour week, 12 month salaried positions, with allowances for vacation time, sick leave and professional development being provided separately under benefits.

All contracts will include exact specifications of the employee's responsibilities, including a detailed job description, and an itemized code of ethics to which the employee must agree as a condition of employment. Together, these two documents describe the responsibilities and limitations on each position.

3. Hiring and Dismissal

All prospective employees will be screened and interviewed by the executive director, head teacher, and the director of the mentorship program. Those applicants who are approved by majority of the interviewers will be presented to the board of trustees, or a committee of the board for a subsequent interview and final approval.

The head teacher will be responsible for the supervision of all instructors. The mentorship coordinator will be responsible for supervising the volunteers in the mentorship program. The executive director will supervise the head teacher and the mentorship coordinator, as well as all other staff.

Dismissal for non-performance will follow the third warning letter for any combination of infringements, and may be appealed to the Board of Trustees, which shall conduct an open hearing on any charges brought before it by the responsible supervisor.

Dismissal for poor performance will occur only at the end of the school year, upon a review and examination of the teacher evaluations, the student performance records, attendance and other compliances requires of an employee. Dismissal for poor performance does not require prior warning, but employees shall have the right of appeal to the board of trustees.

Dismissal for violations of the code of ethics will begin with an immediate suspension on the first occurrence of such charges. A committee consisting of the executive director, head teacher, and mentorship coordinator and three members of the board of trustees (one of whom may be selected by the employee accused of the infraction) will meet to hear the charges and collect evidence. The committee will present its findings to special meeting of the board of trustees, which will then act upon a motion to dismiss or reinstate the employee. There is no further right of appeal.

4. *Fringe Benefit Packages*

The standard fringe benefit package will include will include a fully-paid company health care plan, an optional, employee supported dental plan, 10 days of annual sick leave, and 15 days of paid annual vacations. Employees will receive all legal holidays recognized and celebrated in the Commonwealth of Massachusetts. Employees may also take up to 12 personal days for religious holidays not included in the calendar of official paid holidays. Note that this school will remain in session through fall, winter and spring vacations.

All Mass-certified and non-certified employees will also receive a non-contributory, company paid 401K pension plan that will be vested at the rate of 15% of the employee's annual salary per annum. This retirement plan is in addition to any other retirement benefits for which the employee may be eligible. Any company paid contributions to other retirement plans such as the Massachusetts Teacher's retirement plan will, however, be deducted from the amount paid into the 401K plan on behalf of an eligible employee.

5. *Professional Development*

The MYP Charter School will employ a teachers with broad-ranging backgrounds; some will be experts in specific disciplines, while others will be generalists who have specific previous experience working with computers in educational environments.

In order to encourage and maintain a cohesive staff, all employees will be required to participate in regular inservice training programs that will cover a broad array of topics associated with educational technology, rectification competency examinations, and special trainings to be arranged by the school to prepare teachers to work in the MYP charter school environment. Tuition reimbursement for advanced study will be based on the availability of funds, and will be funded out of annual year-end surpluses only.

Since expert verbal communications will be required of all teachers at all times, all instructional staff members will be required to take a preliminary course in specialized communications skills that has been developed by Mr. Milner and will be taught by a team of communications experts recruited for this purpose.

6. Job Descriptions

A. Executive Director

The executive director is responsible for program design and development, personnel management, student recruitment, volunteer supervision, advertising, public relations, fundraising, and financial management. *Reports to the Board of Trustees.*

B. Head Teacher

The head teacher is responsible for the overall supervision of the instructional staff, including recruitment, training and support, the development and implementation of curricula, and general management of the educational functions of the school. *Reports to Executive Director.*

C. Mentorship Coordinator

The mentorship coordinator is responsible for the recruitment, screening, selection, training and supervision of the mentors in the school's mentorship program, and for the assignment of students to mentorship opportunities. *Reports to Executive Director.*

C. Primary Instructors

Primary instructors are classroom mentors, specifically responsible for the management and supervision of students in a specific homeroom. Each primary instructor is responsible for two groups of 12 students each in two sessions of four hours each per day. *Reports to Head Teacher.*

D. Program Coordinators

Program Coordinators are teachers who are responsible for the direct supervision of a specific curriculum area, working with primary teachers to develop and deliver course materials within that curriculum area. There will be Program Coordinators in English, Math, Science, Humanities, the Arts, and Health. *Coordinators report to the Head Teacher.*

1) English Coordinator

The English Coordinator is responsible for the design and development of the communications curriculum, including the syllabus of readings, writing courses, the speech curriculum and the foreign language curriculum. Also responsible for teaching advanced writing and public speaking classes.

2) Math Coordinator

The math coordinator is responsible for the design of the math syllabus for each of the specified courses, and for teaching special remedial and advanced classes for students having difficulty in math.

3) Science Coordinator

The Science Coordinator is responsible for designing the syllabus for the science courses identified in the Science curriculum, and for teaching special remedial and advanced classes in the specified sciences.

4) Humanities Coordinator

The Humanities Coordinator is responsible for designing the syllabus for history, economics and social sciences disciplines and for conducting remedial and advanced classes in these areas.

5) Arts Coordinator

The Arts Coordinator is responsible for the design and development of the arts curriculum, and for teaching special classes, directing school plays and coordinating the school's music program.

6) Health Coordinator

The Health Coordinator is responsible for the design and delivery of the athletic activities that the school will offer and for the coordination of the life skills curriculum. A LPN or RN, the Health Coordinator will also be responsible for school health care issues, for teaching CPR and other life-saving skills, and for onsite triage of medical problems.

E. Student Activities Coordinator

The Student Activities Coordinator is responsible for developing and supervising all student activities that are not included as part of the regular classroom instruction, or as part of the mentorship system. The SAC will coordinate extracurricular activities, special events, or anything else that might be construed as a part of on campus student life. *Reports to Executive Director.*

F. Administrative Assistant

The administrative assistant is responsible for general office management, the maintenance of student records, takes minutes at meetings, and coordinates personnel activities. *Reports to Executive Director.*

14. SCHOOL GOVERNANCE**A. Internal Management**

Internal management of the school will be vested in three principal managers, the executive director, the head teacher, and the mentorship coordinator.

The executive director will be responsible for the day to day management of the organization as a whole, with specific responsibility for the management of the agency's corporate, legal and financial affairs. In addition, the executive director will also be responsible for the performance of the other members of the management team, including the head teacher and the mentorship coordinator.

The head teacher will be responsible for the academic performance and personal behavior of the students while they are in the school, and for the supervision of the instructional staff, which shall include both the primary instructors and the Program Coordinators.

The Mentorship Coordinator will be responsible for the recruitment, training, supervision and management of the mentors who are working with our students. The mentorship coordinator will also be responsible for the overall supervision of the student body during that period of time when they are out of the school on their work-study assignments.

Internal operations will be coordinated through weekly meetings of the management team, during which operational issues will be raised and resolved. The entire staff will meet on a monthly basis for mandatory staff meetings.

B. Selection of the Board of Trustees

An initial board of trustees consisting of 13 members will be selected by the founders. Once established, the board will select individuals to augment or replace the original members according to the following formula:

The executive director, head teacher and mentorship coordinator shall be ex officio members of the Board with full voting powers.

The mayor of the city of Cambridge, in his ex officio capacity as Chairman of the School Committee, shall be an ex officio member of the board of trustees or, at the mayor's discretion, may appoint a delegate to serve in the mayor's place.

The employees of the school shall elect one delegate to represent the staff; a new representative must be selected each year. (The employee representative will represent the teachers on the board of directors and will be responsible for providing teacher input into the curriculum and budget decisions.) The parents of current parents may elect one delegate each year; when elected, the individual must be a parent of a child in the school. The students of the school will elect one student delegate with full voting powers to represent the students on the board of trustees.

The remaining six "at large" delegates will be elected by the outgoing board of directors at the end of each school year. At large delegates may not be presently employed by the school, nor may they be parents of students presently enrolled in the school.

C. Roles and responsibilities of Board members

In accordance with MGL Chapter 71, Section 89, the Board of Trustees shall be responsible for overall supervision of the Massachusetts Youth Partnership Charter School, including supervisory responsibility over personnel, students, budget, financial management, curriculum, services delivery, staff management and personnel issues.

D. Board Relationship to School Community

The head teacher will be directly responsible to the Board of Directors, and will report to the board on a monthly basis on all issues relative to the operation of the school. All board meetings will be open to students and their families, as well as members of the general public. The minutes from all board meetings will be published and distributed to students and their parents.

E. Student-Parent Involvement in decision making

Once the school has been established, any major changes in the structure or operation of the school will be presented to the students and their parents at the next regular meeting of the school community for review and comment before any changes are finalized. Students and parents may propose changes to the Board of Trustees, which may take recommendations under consideration for further action.

15. COMMUNITY INVOLVEMENT

One of the more unique aspects of the proposed program is that it relies to a large extent upon the development and implementation of a combination of work-study mentorships, apprenticeship programs, and tutorial services which shall be delivered by volunteers recruited from Cambridge and the surrounding communities. This larger community of "community educators" will form a widespread support group for the Massachusetts Youth Partnership Charter School, and will require an ongoing communications structure. This structure shall consist of the distribution of the weekly newsletter, and the monthly community meetings. As noted above, there will be monthly meetings of the board of directors and separate monthly meetings of the school community at large, during which parents, students, educators, administrators and board members may meet to discuss issues relating to the development and operation of the school. These meetings will follow the classic New England town meeting model and, while its actions cannot be binding on the board of directors, the board will be required to take up and vote upon any issues referred to the board by the Community Meeting process.

16. REPLICABILITY AND DISTRICT RELATIONS

A. REPLICABILITY

The MYP Charter School offers a uniquely replicable program. The key to the successful implementation of our program is the development of proprietary educational management software that will be able to track the performance of individual students, generating exceptionally accurate evaluations of the precise educational achievements of each child, and outlining the "next step" each student must take to achieve the next sequence of educational objectives.

While the computerized educational systems are easily replicated (see below) the apprenticeship aspect of the program is unique to each community and must be independently developed and maintained by the school. The MYP Charter School will offer both onsite and offsite training programs for school systems that wish to adopt the school's Mentorship model. A operating manual, handbook and study guide will also be published for sale to the general public and to other school systems.

B. Distribution

School systems that wish to make use of the computerized instructional software developed by the MYP Youth Partnership may purchase units of instructional time on the existing network that will enable schools to enroll students in the MYP Charter School program from anywhere in the world at the total cost of (1) a compatible computer system, (2) the cost of a dedicated telephone line, (3) applicable access charges to log onto the Internet through a full-service local node. The estimated cost of these resources is approximately \$2,000 for the computer hardware, \$250 a month for the telephone line, and \$200 month for the uplink charges. (Costs vary by community.) Schools that wish to adopt the MYP Charter School software as the basis for their academic instruction may purchase a complete turnkey system from MYP Software, a joint venture partnership to be developed between Mr. Milner and the MYP Charter School. Costs for turnkey systems have not yet been established.

The academic software is especially useful for school systems that need improved instructional technologies for a wide variety of special needs students who, we believe, will benefit from this form of instruction. These include the hearing impaired, mobility impaired, emotionally challenged (with proper supervision), and those students who are temporarily confined by injury or illness, as well as the shut-ins who cannot for various reasons attend classes in a regular school.

C. Relationship with Local School District

The MYP Charter School has initiated discussions with the Cambridge School Committee via School Committee Chairman Kenneth Reeves, and has begun a dialogue with Superintendent Dr. Mary Lou McGrath with respect to the need for close cooperation between the Charter School and the Cambridge public schools in terms of shared resources and systems that shall minimize the financial impact of the charter school on Cambridge.

17. BUILDING OPTIONS

Securing a site for the school remains one of the most difficult parts of the charter school process. There are four problems associated with site selection and acquisition:

- The per-pupil expenditure rate does not include any percentage of the capital investment that cities and towns have made in their school facilities.
- The funding for the charter school does not include any startup funds for the purchase, leasing or renovation of a facility, but it is necessary for the charter schools to acquire buildings months before any revenues will be forthcoming to allow time to renovate, decorate, equip and furnish the school.
- The difficulty of obtaining building inspectors, zoning variances and occupancy permits within the allotted time frame.
- The even greater difficulty of reaching an agreement with a landlord before the school has been chartered and is able to project revenues and expenses accurately for the first three years of operation.

We have recently initiated a dialogue with the Archdioceses of Boston concerning a former Catholic Grammar School located at the corner of Harvard and Essex Streets in the Central Square section of Cambridge.

St. Mary's Grammar School is a 21,000 square foot facility, with 12 classrooms, three commons, and a full basement. While not presently in use, the building is basically in sound condition, but it does require substantial renovations to be usable.

We have developed a detailed renovation plan for this building, with a projected cost of \$500,000. The archdioceses has indicated that it would be willing amortize the cost of renovations against the lease cost of the property, which is reasonably priced at between \$5 and \$6 per square foot, triple net. This is a

We have developed a detailed renovation plan for this building, with a projected cost of \$607,281. The archdioceses has indicated that it would be willing amortize the cost of renovations against the lease cost of the property, which is reasonably priced at between \$5 and \$6 per square foot, triple net. This is 50% less than per square foot costs previously quoted to us by other building owners, and makes it possible for us to lease a much larger and more appropriate space.

In order to simplify our application, we have left the rental cost in the operating budget with the understanding that the Archdioceses will offset the rent costs by forgiving the rental costs until the renovations have been amortized. (Please see the detailed renovation plan and cost analysis in the proposed operating budget.)

18. CODE OF CONDUCT

A. Discussion of the Discipline Issue

We have given a great deal of thought to the code of conduct for the students in our school.

One of the principal problems in American public schools today is the absence of discipline. Regular public schools are constrained to attempt to provide an education for all of the municipality's children, whether or not the children appreciate the effort being made to educate them. The net result of these conditions is that public schools have a high percentage of students who don't necessarily want to be there, are disruptive to regular classes, and expensive to serve in special classes. This, in turn, results in an ever-increasing discipline problem in our public schools.

In our view, the absence of discipline results from the unwillingness of public schools to remove disruptive students from their classes. This unwillingness, in turn, stems largely from the fact that the school's revenues are directly related to the number of students in the school. The disciplinary problem has been greatly exacerbated by laws mandating that specialized educational services be provided for disruptive students - often at much higher per-pupil expenditures - who cannot be served in regular classes. Placing students in these special classes costs the school system even more money than expelling the student in the first place, which makes administrators loathe to use them as an alternative to regular classes until the problem becomes so pronounced that the student is identified as a special needs candidate, with an even higher per-pupil cost resulting from the IEP developed for that individual.

We will not accept or perpetuate this situation. As an alternative school, charter schools are not politically constrained to keep disruptive students in class. They are, however, financially constrained to limit the number of students they remove from classes by the funding structure under which charter schools must operate.

Nevertheless, we plan to impose an extremely rigid code of conduct at our school, and to rigidly enforce the code we establish by expelling students who do not conform to the letter and the spirit of our code.

We propose to enable the school to take this position by over-enrolling students by up to 15%, which we estimate to be the annual shrinkage rate for a school of this size. This is also the marginal absentee rate in most public schools. This strategy enables the school to expel up to 15% of the student body (up to 36 students when the school is fully enrolled) without experiencing any financial constraints.

The net result of these policies will be a strict code of conduct, rigid enforcement of the code, and a firm adherence to expulsion as the primary means of maintaining discipline. The key elements of our code of conduct include:

1. Dress and appearance appropriate to the mission of the school

The MYP Charter School cannot mandate a school uniform because the students may be going directly from the classroom to a worksite where a school uniform would be singularly inappropriate. By the same token, we cannot mandate dresses or skirts for girls, because they may be heading to an apprenticeship site where such attire may not be appropriate. MYP students will, however, be required to dress appropriately for the business environments to which they are assigned. In addition, students will be forbidden to wear conspicuous jewelry, gang hats or colors, team jackets and other apparel that has been known to cause problems at other schools. The working premise will be that clean, neat, properly sized attire will be required, and students will not be allowed to wear any item of apparel with any logos, trademarks, or lettering of any kind, other than the school's own.

2. Language and comportment appropriate to the business world

The purpose of the charter school is to enable students to increase their competitive edge in college and later on in the work place. We believe that language and comportment are essential elements in the establishment and maintenance of this competitive edge. Therefore, students will not be permitted to speak out of turn, speak improperly, use slang or jargon, or conduct themselves in anything but a reserved and professional manner. Specifically banned from the school: boom boxes, low rider jeans, high tech sneakers, lounging, slouching, smoking or drinking on or off campus while on school time.

3. No weapons, drugs, threats, acts of violence, intimidation or harassment

We shall work very strenuously to create an safe environment for our students. This requires that we take an aggressive position with respect to weapons, drugs, threatening behavior, and acts of intimidation, harassment, or violence. Students who engage in any of these behaviors will be receive an immediate "in-school" suspension pending investigation of the incident. A second occurrence will result in an out-of-school suspension, and a third event will result in an extended suspension pending expulsion. The clear message being delivered here is that, if you have a beef, work it out, and if you can't work it out, walk away from it. Possession of weapons, drugs or other contraband is a serious matter and will be brought to the attention of the legal authorities immediately upon detection. (see Suspension and Expulsion)

4. NO unexcused absences or lateness without compensating school service

We don't believe in detention. Why waste our students' time sitting in a silent classroom doing nothing? This didn't make sense to us when we were in school and it doesn't make sense to us now. In our model, it may be effectively impossible to use detentions because of the work study programs in which the students are engaged. In our school, therefore, absence or lateness is rewarded with work assignments, housekeeping chores that are always lying around in a school building. No make work; that doesn't make any more sense than detention. Real work from which we expect our students to extract valuable work experience.

B. Policies with respect to suspension and expulsion

Student suspensions are a mechanism to provide a "cooling off" period, during which an incident can be investigated and responsibility ascertained.

Whenever a student violates one of the school's cardinal rules, suspension is automatic and immediate. Disruptive students will not be allowed to remain in class and, since the school will operate in an open door environment -with students being free to move around the school as needed - what disrupts one class may in fact disrupt several.

The first step in a suspension is for the student to be brought to an administrator, one of whom will be on campus at all times. Students involved in incidents will be separated from each other, and a statement will be taken from each participant describing their recollection of the event. The investigating officer may also interview witnesses to the event.

If the administrator determines that the offense warrants suspension, the student will be suspended immediately for one week. There is no right of appeal for a suspension, and no student will be allowed to return to classes until there has been a case conference with the student's parents or guardians during which the consequences of a second offense will be described and explained.

Expulsion is the school's disciplinary recourse for a second event. Any student who has been previously suspended for any infraction, will be immediately suspended pending expulsion for any second event, even if it is a different violation from the previous event.

Students facing expulsion will have a right to a hearing before a student court, which will be convened to hear the charges, review evidence and testimony, and issue a finding that either supports or rejections the expulsion order. Students also have a right to appeal to the executive director and the board of trustees, but no student may attend classes while such appeals are being pursued.

19. SPECIAL NEEDS STUDENTS

A. Issues Related to Special Education

There are two major issues with respect to the impact of special education law and the charter school program:

- To what extent **should** charter schools serve Special Needs Students?
- **Who** is responsible for the cost of special education?

B. Special Needs Students: An Equal Environment for Unique Individuals

We believe that our pedagogical approach, beginning with the size of our classes and our approach to instructional services, will make our high school uniquely adaptable to students with a wide range of abilities and limitations. The use of computers enables the school to provide more individualized instruction for SPED students. The apprenticeships can provide SPED students with unique educational experiences custom tailored to meet their needs and interests. Special needs students with emotional problems will find that smaller classes, individualized instruction, and frequent, one-on-one contact with caring, responsible adults through our apprenticeship program will be less inclined to act out and more inclined to adhere to behavioral and performance standards.

This raises an issue with respect to the acceptance of students with previously existing IEPs specifying services that the MYP charter school has not been set up to deliver. The MYP Charter School, in accordance with Chapter 766 and MGL Chapter 71, Section 3 will abide by any pre-existing IEP but it is our belief that, because of the special nature of a charter school, any Special Needs student who applies to the MYP Charter School for admission should have a new evaluation performed by the MYP Charter School. The student and the student's parents will then be given an opportunity to compare and choose between the previously existing IEP and the one developed by the MYP Charter School, along with an honest appraisal of the charter school's ability to deliver the previously existing IEP. We anticipate that, when they are presented with adequate information, that applicant families will make appropriate decisions about the selection of the charter school for their children.

C. Who Pays for Special Education Services

Our position on this issue is very clear and specific. It is based upon an analysis of how multi-school public school systems handle this issue. Clearly, IEPs that can be delivered in regular classrooms with regular personnel should be covered under the PPE rate. IEPs that require the delivery of specialized services that cannot be delivered in a regular classroom, such as those that require services from outside vendors, should be billed back to the local school committee. This is the policy that we shall pursue on this matter, and we are fully committed to taking whatever legal action may be necessary to get local school committees to acknowledge and honor their responsibilities in these areas.

20. FUNDING

A. Operating Budget and Narrative

1. Revenue Assumptions

In our previous assumption, we averaged the previous year's operating data, which indicate that Cambridge had per-pupil revenues of \$9,700 and per pupil expenditures of \$8,742 to arrive an average per pupil expenditure of \$9,300. This operating budget assumes that the per pupil expenditure will begin at \$8,742 - the 1992-1993 per pupil expenditure - and increase at six percent per annum over the five years period. The school will begin with approximately 180 students in its first year, increase to approximately 240 students in the following year, and maintain a matrix of 240 students thereafter. The annual revenue figures are based solely upon revenue from direct payment of tuition by cities and towns, and assumes that the preponderance of the students in the program will come from Cambridge. We anticipate that the school will implement an extensive and successful fundraising program that will augment the income from cities and towns, but we have based this budget on the assumption that all operating costs will be funded from direct payments for services. We anticipate that operating costs will be reduced through a capital campaign that will defray the start-up costs associated with this project.

2. Development Budget

The Year 0 Development indicates revenues matching expenditures of \$307,633, which we expect to achieve through deferred payments to employees and consultants combined with revenue from foundation grants and other support. The deferred value of the payments to employees and consultants will be amortized through fundraising activities during the first year of the project. There are no other mechanisms presently available to underwrite the start-up costs of the program.

3. Occupancy Cost Offset

The occupancy cost for the school, estimated at \$126,000 will be forgiven for the landlord until the cost of the leasehold improvements has been fully amortized. Our current estimates for the cost of leasehold improvements, \$607,281 will be amortized in 4.82 years. The cost of the leasehold improvements will be raised through a capital fundraising campaign. To simplify the operating budget, we continue to reflect the cost of rent under occupancy expenditures, but the reader should understand that these charges will be paid to the capital fund that shall be established to borrow funds and raise offsetting revenues to complete the renovation.

4. Fiscal Year - School Year Overlap

This budget is not adjusted for the fiscal year - school year overlap. This should not introduce a significant margin of error.

B. Anticipated Sources of Income

One of the benefits of locating this program in Cambridge is that Cambridge is one of the few communities in the state with a per-pupil expenditure on education that can support the full cost of a charter school. This program has been designed to operate on the per-pupil expenditure presently estimated for the City of Cambridge without any additional funding from secondary sources.

Nevertheless, the school projects an active and aggressive fundraising program that will seek and receive both government, foundation, and corporate support from a variety of sources. The school's executive director is a highly experienced fundraiser, with a 20 year track record as a successful development officer.

MYP expects to solicit and receive funding from:

Annenberg Foundation	Mabel Louise Riley Trust
Boston Foundation	Mifflin Memorial Trust
Bank of Boston	Prudential Life
Baybanks	Public Welfare Foundation
Dewitt Wallace Readers Digest Foundation	Reebok
Gillette	Shawmut Bank
Hearst Foundation	Shrafft Foundation
Hyams Trust	State Street Bank
John Hancock	The Boston Globe
Kellogg Foundation	The Boston Phoenix

Because of the unique nature of the school, we expect to experience strong support from the private sector, with major funding from hardware and software companies in Massachusetts. We have already received an inkind donation from the Lotus Corporation of a Lotus Notes start-up pack, and we expect to work closely with Lotus and other software developers in the refinement of the software required to run the program. We expect to work closely with BBNs' CONECT program, which assists innovative schools in securing additional funding under a grant from the national Educate 2000 funding initiative.

C. Startup Budget

The startup budget is based upon several assumptions that reduce the actual expenditures during the startup period.

Our first assumption is that we will receive an initial disbursement from the Commonwealth during the month of August. This will offset operating costs that we expect to incur during the previous six month developmental period.

Our second assumption is that we will be able to substantially reduce startup costs during the Year 0 period by leasing virtually all equipment and furnishings, including the building in which the school will operate, under extended lease terms that will require no payments until the school begins to receive disbursements from the state, or the municipalities.

Our third assumption is that we will furthermore be able to offset a significant percentage of the non-distributable costs (such as salary and fringe benefits) through a short-term loan from a supporting organization.

Our fourth and final assumption, therefore, is that we will amortize the startup costs over the first four years of program operations.

This approach makes it unnecessary to project any upfront startup costs for the project during the eight month period between receiving the charter and opening for the first day of school.

The startup budget is integrated with the five year operating budget attached to this proposal.

D. Five Year Operating Budget: See attachments

21. TRANSPORTATION

The City of Cambridge does not provide transportation services for its high school students and, by virtue of this fact, the MYP Charter School shall not provide transportation for Cambridge students. The proposed location for the MYP Charter School - two short blocks from the middle of Central Square - affords excellent access to public transportation, with better access to both bus and train lines than Cambridge Ringe and Latin High School.

In addition, there is a logistical problem stemming from the apprenticeship model itself, which requires that students travel all over the metropolitan area on their internship assignments. It would be impossible for the school to provide transportation to all of these locations each day. Some students will begin their day at their apprenticeship sites while others will be ending their day at their apprenticeship sites, making the ability to use public transportation essential for the apprenticeship model. Those students with mobility or other impairments that require individualized transportation will be handled in a separate and appropriate manner.

Our preferred approach to the transportation problem will be to form parent car pools that will enable us to transport our students directly to the charter school. This will enable us to begin the school day earlier and later than.

22. LIABILITY AND INSURANCE

We have investigated the issues of general, professional and educational liability and believe that a charter school will have limited exposure to lawsuits. As a public entity, we believe that we will fall under the same limitation (\$100,000 per incident) that limits lawsuits against cities and towns. Our selection of coverages is based upon this belief. Our worse case scenario for insurance costs (as itemized below) indicates that we should expect to pay not more than \$49,400 annually for the following types of insurance coverage:

Item	Coverage	Cost
General Liability (Personal Injury)	\$100,000 per \$500,000 total	\$12,000
Specific Liability (Injury to Students)	\$100,000 per \$500,000 total	\$ 700
Professional Liability	\$100,000 per \$500,000 total	\$12,000
Board and Officer Liability	\$100,000 per \$500,000 total	\$12,000
Fire and Theft on Leasehold and Improvements	\$1,000,000	\$2,400
Fire and Theft on Equipment and Furnishings	\$1,000,000	\$2,400
Worker's Compensation	\$1,000,000	\$7,900
	TOTAL	\$49,400.00

We believe that the actual cost of the entire insurance package will be substantially less than the budgeted amount. We have received quotes for the entire package coverages specified here that total less than \$12,000.

C. Sample Master Curriculum

Discipline	Year 1	Year 2	Year 3	Year 4
Communications	Ancient Literature	Literature of the Renaissance	The Romantic Period	Contemporary American and English Literature
	Medieval Literature	The Age of Reason	Early 19 - 20th Century Literature	Survey of Non-Western Lit
	Journalistic Writing	Expository Writing	Creative Writing	Dissertations
	Public Speaking 1	Public Speaking 2: Elocution	Public Speaking 3: Polemics	Public Speaking 4: Improvisation
	Beginning Language 1	Intermediate Language 1	Advanced Language 1	Beginning Language 2
History	World History	American History	Regional History	Independent Study
	Prehistoric World	Native Peoples	African History	Issues in History: Religion
	The Ancient World	14-17th Century: Discovery & Exploration	Asian History	Issues in History: Slavery
	The Middle Ages	18-19th Century: Development and Exploitation	Central/South America	Issues in History: Racism
	From Renaissance to Now	20th Century: War and Remembrance	Europe and Middle East	Issues in History: Imperialism
Math	Plane Geometry	Elementary Algebra	Intermediate Algebra	Trigonometry/Calculus
	Business Math	Business Planning	Consumer Math	Household Finances
Science	History of Science	Basic Sciences	Advanced Sciences	Independent Study
	Prehistoric Science	Materials & Processes	Electronics	Elective Science
	Science of the Ancient World	Earth Sciences	Biology	Elective Science
	Science of the Middle Ages	Physics	Advanced Physics	Elective Science
	Renaissance Science	Chemistry	Advanced Chemistry	Elective Science
Natural Sciences	World Cultures 1	Philosophy	Political Science	Anthropology
	World Cultures 2	Ethics	Practical Politics	Sociology
Life Skills	Individualized Self-Management Systems	Interpersonal Dynamics	Mediation	Life Planning
	American Citizenship	Civil Family Law	Criminal Law	American Tax Laws
Economics	Introduction to Economics	Macro-Economics	Micro-economics	Investment Planning
Arts	Freehand Drawing	Mechanical Drawing	Still Life	Figure Sketching
	Watercolors	Oils	Acrylics	Multi-media
	Music Appreciation 1	Beginning Instrument	Intermediate Instrument	Advanced Instrument
	Theater	Dance	Elective	Elective
Computer Science	Word Processors	Spreadsheets	Desktop Publishing	Using Databases
Physical Ed	Swimming	Yoga	Martial Arts	Elective Sports
Total Hours	XXXXXXXXXXXXXXX	XXXXXXXXXXXXXXX	XXXXXXXXXXXXXXX	XXXXXXXXXXXXXXX
Hours per Year	XXXXXXXXXXXXXXX	XXXXXXXXXXXXXXX	XXXXXXXXXXXXXXX	XXXXXXXXXXXXXXX
Hours per Week	XXXXXXXXXXXXXXX	XXXXXXXXXXXXXXX	XXXXXXXXXXXXXXX	XXXXXXXXXXXXXXX

Massachusetts Youth Partnership Proposed Six Year Operating Budget

	Year 0 FY 95	Year 1 FY96	Year 2 FY97	Year 3 FY98	Year 4 FY99	Year 5 FY00
REVENUE CALCULATIONS						
Direct						
Unit Rate Per Student	8,742	8,742	9,267	9,823	10,412	11,037
Number of Students	0	240	240	240	240	240
Total Per Pupil Tuition Revenue	0	2,098,080	2,223,965	2,357,403	2,498,847	2,648,778
Student Entitlements	0	0	0	0	0	0
Grants and Contracts	319,300	0	0	0	0	0
Total Direct Revenue	319,300	2,098,080	2,223,965	2,357,403	2,498,847	2,648,778
Personnel						
Salaries	137,500	825,000	858,000	891,000	924,000	924,000
Payroll Taxes	0	115,583	120,206	124,829	129,452	129,452
Fringe Benefits	0	140,250	145,860	151,470	157,080	157,080
Health Insurance	0	152,460	160,083	168,087	176,492	185,316
Total Personnel Costs	\$137,500	\$1,233,293	\$1,284,149	\$1,335,386	\$1,387,024	\$1,395,848
Occupancy						
Square Footage	21,000	21,000	21,000	21,000	21,000	21,000
Annual Cost per Square Foot	6	6	6	6	6	6
Percent of Time	0.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Rent	0	126,000	126,000	126,000	126,000	126,000
Mortgage	0	0	0	0	0	0
Property Taxes	0	12,600	12,600	12,600	12,600	12,600
Electricity	0	10,500	10,500	10,500	10,500	10,500
Oil	0	42,000	42,000	42,000	42,000	42,000
Gas Service	0	5,250	5,250	5,250	5,250	5,250
Water & Sewer	0	10,500	10,500	10,500	10,500	10,500
Maintenance and Repair	0	12,000	12,000	12,000	12,000	12,000
Total Occupancy Costs	\$0	\$218,850	\$218,850	\$218,850	\$218,850	\$218,850
Consumables						
Accounting	3,000	6,000	6,000	6,000	6,000	6,000
Advertising	12,000	12,000	12,000	12,000	12,000	12,000
Audit	0	6,000	6,000	6,000	6,000	6,000
Bank Charges	500	500	500	500	500	500
Consultant Fees	142,500	187,500	122,500	92,500	92,500	92,500
Dues and Subscriptions	500	2,500	2,500	2,500	2,500	2,500
Equipment Lease	0	209,998	252,426	252,426	252,426	252,426
Equipment Repair	0	21,000	25,243	25,243	25,243	25,243
Food Service	0	0	0	0	0	0
Household Supplies	0	6,000	6,000	6,000	6,000	6,000
Interest Expense	0	0	0	0	0	0
Legal Fees	6,000	24,000	24,000	24,000	24,000	24,000
Insurance, Fire and Theft	0	4,800	4,800	4,800	4,800	4,800
Insurance, General Liability	0	12,000	12,000	12,000	12,000	12,000
Insurance, Professional Liability	0	12,000	12,000	12,000	12,000	12,000
License Fees	500	500	500	500	500	500
Office Supplies	2,400	12,000	12,000	12,000	12,000	12,000
Postage	2,000	4,800	4,800	4,800	4,800	4,800
Printing	5,000	25,000	25,000	25,000	25,000	25,000
Program Supplies	5,000	32,000	32,000	32,000	32,000	32,000
Student Stipends	0	0	90,720	194,400	194,400	194,400
Telephone	2,400	6,000	6,000	6,000	6,000	6,000
Training Expenses	0	6,000	6,000	6,000	6,000	6,000
Travel	0	2,400	2,400	2,400	2,400	2,400
Vehicle Leases	0	6,000	6,000	6,000	6,000	6,000
Vehicle Operating Costs	0	2400	2400	2400	2400	2400
Vehicle Insurance	0	3,600	3,600	3,600	3,600	3,600
Unallocated Expenses	0	60,500	67,739	75,107	75,107	75,107
Total Consumables	\$181,800	\$665,498	\$745,128	\$826,176	\$826,176	\$826,176
NET OPERATING EXPENSES	\$319,300	\$2,117,640	\$2,248,127	\$2,380,412	\$2,432,050	\$2,440,874
Operating Revenues Recapped	\$319,300	\$2,098,080	\$2,223,965	\$2,357,403	\$2,498,847	\$2,648,778
OPERATING SURPLUS/DEFICIT	\$0	(\$19,560)	(\$24,162)	(\$23,010)	\$66,797	\$207,903
Accumulated Profit/Loss	\$0	(\$19,560)	(\$43,722)	(\$66,732)	\$65	\$207,968

Personnel Costs						
Base Salaries		1.00	1.00	1.04	1.08	1.12
Executive Director	\$60,000	\$60,000	\$62,400	\$64,800	\$67,200	\$67,200
Head Teacher	\$55,000	\$55,000	\$57,200	\$59,400	\$61,600	\$61,600
Mentorship Program Coordinator	\$50,000	\$50,000	\$52,000	\$54,000	\$56,000	\$56,000
Computer Systems Manager	\$35,000	\$35,000	\$36,400	\$37,800	\$39,200	\$39,200
Instructors	\$35,000	\$35,000	\$36,400	\$37,800	\$39,200	\$39,200
Program Coordinators	\$35,000	\$35,000	\$36,400	\$37,800	\$39,200	\$39,200
Student Activities Coordinator	\$30,000	\$30,000	\$31,200	\$32,400	\$33,600	\$33,600
Administrative Assistant	\$35,000	\$35,000	\$36,400	\$37,800	\$39,200	\$39,200
Total of Base Salaries						
Head Count						
Executive Director	0.17	1.00	1.00	1.00	1.00	1.00
Head Teacher	0.17	1.00	1.00	1.00	1.00	1.00
Computer Systems Manager	0.17	1.00	1.00	1.00	1.00	1.00
Classroom Instructors	1.67	10.00	10.00	10.00	10.00	10.00
Masters	1.00	6.00	6.00	6.00	6.00	6.00
Mentorship Coordinator	0.17	1.00	1.00	1.00	1.00	1.00
Student Activities Coordinator	0.17	1.00	1.00	1.00	1.00	1.00
Administrative Assistant	0.17	1.00	1.00	1.00	1.00	1.00
Total Head Count	3.67	22.00	22.00	22.00	22.00	22.00
Personnel Salary Computations						
Executive Director	10,000	60,000	62,400	64,800	67,200	67,200
Head Teacher	9,167	55,000	57,200	59,400	61,600	61,600
Computer Systems Manager	5,833	35,000	36,400	37,800	39,200	39,200
Instructors	58,333	350,000	364,000	378,000	392,000	392,000
Masters	35,000	210,000	218,400	226,800	235,200	235,200
Mentorship Coordinator	8,333	50,000	52,000	54,000	56,000	56,000
Student Activities Coordinator	5,000	30,000	31,200	32,400	33,600	33,600
Administrative Assistant	5,833	35,000	36,400	37,800	39,200	39,200
Total Salaries	137,500	825,000	858,000	891,000	924,000	924,000
Payroll Tax Computations						
FICA	0.00%	6.20%	6.20%	6.20%	6.20%	6.20%
SUTA	0.00%	4.30%	4.30%	4.30%	4.30%	4.30%
SUHI	0.00%	0.06%	0.06%	0.06%	0.06%	0.06%
Worker's Compensation	0.00%	2.00%	2.00%	2.00%	2.00%	2.00%
Medicare	0.00%	1.45%	1.45%	1.45%	1.45%	1.45%
Total Payroll Tax Rate	0.00%	14.01%	14.01%	14.01%	14.01%	14.01%
Fringe Benefits						
Disability Insurance	0.00%	1.00%	1.00%	1.00%	1.00%	1.00%
Employee Life Insurance	0.00%	1.00%	1.00%	1.00%	1.00%	1.00%
401K Pension Fund	0.00%	15.00%	15.00%	15.00%	15.00%	15.00%
Total Fringe Benefits	0.00%	17.00%	17.00%	17.00%	17.00%	17.00%
Health Plan Costs						
Unit Rate Cost (HCHP)	\$6,600	\$6,930	\$7,277	\$7,640	\$8,022	\$8,423
Employer Percentage	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Number of Employees	0.00	22.00	22.00	22.00	22.00	22.00
Total Cost of Health Plan	\$0	\$152,460	\$160,083	\$168,087	\$176,492	\$185,316
Consultant Services						
Educational Testing and Evaluation	60,000	30,000	15,000	15,000	15,000	15,000
Curriculum Design & Development	60,000	30,000	30,000	0	0	0
Special Needs Programming	0	50,000	50,000	50,000	50,000	50,000
Systems Development	22,500	22,500	0	0	0	0
School Psychologist	0	55,000	27,500	27,500	27,500	27,500
Total Consultant Services	142,500	187,500	122,500	92,500	92,500	92,500

EQUIPMENT LEASE

Number of Seats	0	90	30	0	0	0
Student Desk Units (120)	0	36,000	12,000	0	0	0
Instructor's Desk Units (10)	0	5,600	1,400	0	0	0
Computer Hardware	0	388,289	127,925	0	0	0
Computer Software	0	123,312	0	0	0	0
Copiers(2)	0	50,000	0	0	0	0
Laser Fax Machines (2)	0	2,495	0	0	0	0
Laminators(4)	0	2,400	0	0	0	0
Furnishings, Office (12)	0	14,400	0	0	0	0
Postage Meter	0	2,495	0	0	0	0
Public Address System	0	2,495	0	0	0	0
Recording Studio	0	24,000	0	0	0	0
Telephone System	0	24,000	0	0	0	0
Video Studio	0	24,000	0	0	0	0
Total Cost Leased Merchandise		699,486	141,325			
Accumulated Lease Costs	0	209,998	252,426	252,426	252,426	252,426
Computer Equipment Summary						
Network Costs	0	16,253	0	0	0	0
Administrative Subsystems	0	51,794	0	0	0	0
Classroom Subsystems	0	320,243	127,925	0	0	0
Total Computer Hardware	0	388,289	127,925	0	0	0
Network Costs						
File Server (Pentium Based)	0	3600	0	0	0	0
Hard Drive Sub System	0	2400	0	0	0	0
CD-ROM Sub System	0	695	0	0	0	0
Fax Modem Server	0	1295	0	0	0	0
Tape Backup System	0	695	0	0	0	0
Novel Software	0	3600	0	0	0	0
Workgroup Concentrators	0	1295	0	0	0	0
Cabling	0	500	0	0	0	0
UPS Power Supplies	0	695	0	0	0	0
Service Contract	0	\$1,478	0	0	0	0
Total Network Resources	0	\$16,253	0	0	0	0
Administrative Sub-System						
Work Stations(3)	0	7200	0	0	0	0
Remote Work Stations	0	36000	0	0	0	0
Monochrome Laser Printers	0	3885	0	0	0	0
Service Contracts	0	\$4,709	0	0	0	0
Total Administrative Systems	0	\$51,794	0	0	0	0
Classroom Systems- Hardware						
Seats per Classroom	0	98	32	0	0	0
Number of Classrooms	0	8	2	0	0	0
Basic Work Station Cost	0	235,200	76,800	0	0	0
Monochrome Laser Printer	0	5,560	1,390	0	0	0
Flatbed Scanner	0	5,560	1,390	0	0	0
Overhead Projector	0	10,360	10,360	0	0	0
Large Screen Video Monitor	0	19,960	19,960	0	0	0
VCR	0	5,560	495	0	0	0
CamCorder	0	10,392	10,392	0	0	0
Workgroup Concentrator	0	10,360	1,295	0	0	0
Twisted Pair Cabling	0	4,000	500	0	0	0
UPS	0	5,560	695	0	0	0
Service Contracts	0	7,731	4,648	0	0	0
		320,243	127,925			
Computer Software		8	2	0	0	0
Windows for Workgroups	0	9,300	3,200	0	0	0
Educational Software	0	100,000	0	0	0	0
Microsoft Office	0	3,960	990	0	0	0
Microsoft Works	0	4,557	1,568	0	0	0
Peachtree Accounting	0	495	0	0	0	0
Miscellaneous Software	0	5000	5000	0	0	0
Upgrades	0	0	12,331	0	0	0
Total Cost of Software	0	123,312	23,089	0	0	0

RENOVATION BUDGET	#	Cost	TOTAL
<u>Demolition and Removal</u>			
Removal of Drop Ceilings	12	\$6,000	
Removal of Partition Walls	12	\$6,000	
Removal of old Lighting Fixtures	12	\$6,000	
Total			\$18,000
<u>Elevator Installation</u>			
Rough-in framing	1	\$15,000	
installation of elevator system	1	\$50,000	
Framing in and Finish Work	1	\$15,000	
Total			\$80,000
<u>Roofing</u>			
Installation of Membrane Roofing	1	\$17,000	
Total			\$17,000
<u>Window Replacement</u>			
4x8 triple-glazed windows	60	\$60,000	
Total			\$60,000
<u>Repointing Brick</u>			
Minor Repairs to Brick	1	\$5,000	
Total			\$5,000
<u>Entry Doors</u>			
Install High Security Storm Doors	4	\$5,000	
Total			\$5,000
<u>Interior Work</u>			
Framing Office Spaces	12	\$2,880	
Framing Classroom Spaces	10	\$24,000	
Cost of Paint	24	\$1,446	
Painting Interiors Throughout	400	\$8,000	
Installation of new rest rooms	6	\$120,000	
Total			\$156,326
<u>Flooring</u>			
Removal of Asphalt Tile	1	\$5,000	
Sanding and Leveling Sub-Floors	1	\$10,000	
Heavyweight Vinyl Tile	467	\$13,020	
Mastic Adhesive	175	\$13,825	
Installation	400	\$12,000	
Total			\$53,845
<u>Lighting Switchout</u>			
Installation of indirect lighting	96	\$48,000	
Total			\$48,000
<u>Electrical Service</u>			
Upgrading Main Electrical Service	1	\$24,000	
Total			\$24,000
<u>Central Air Conditioning</u>			
Estimated Installatiion Costs	1	\$50,000	
Total			\$50,000
<u>Security System</u>			
Central Signal Processing Station	1	\$2,500	
Window Detectors	60	\$7,500	
Monthly Service per anum	1	\$900	
Total			\$10,900
Cost of Renovations			\$528,071
General Contractor Fee			\$79,211
TOTAL COST OF RENOVATION			\$607,281
Estimated Annual Lease Cost	21,000		\$126,000
Amortized Annual Deduction			4.82

Apprenticeship Costs**Sophomore Apprenticeships**

Day Rate for Apprentices	\$12.00	\$12.00	\$12.00	\$12.00	\$12.00	\$12.00
Days per week in Apprenticeship	3	3	3	3	3	3
Number of Students	0	60	60	60	60	60
Cost per Week	0	2160	2160	2160	2160	2160
Weeks per Apprenticeship	6	6	6	6	6	6
Number of Apprenticeships per year	6	6	6	6	6	6
Cost per Annum	\$0	\$0	\$0	\$0	\$0	\$0

Junior Apprenticeships

Day Rate for Apprentices	\$14.00	\$14.00	\$14.00	\$14.00	\$14.00	\$14.00
Days per week in Apprenticeship	3	3	3	3	3	3
Number of Students	0	0	60	60	60	60
Cost per Week	0	0	2520	2520	2520	2520
Weeks per Apprenticeship	12	12	12	12	12	12
Number of Apprenticeships per year	3	3	3	3	3	3
Cost per Annum	\$0	\$0	\$90,720	\$90,720	\$90,720	\$90,720

Senior Apprenticeships

Day Rate for Apprentices	\$16.00	\$16.00	\$16.00	\$16.00	\$16.00	\$16.00
Days per week in Apprenticeship	3	3	3	3	3	3
Number of Students	0	0	0	60	60	60
Cost per Week	0	0	0	2880	2880	2880
Weeks per Apprenticeship	18	18	18	18	18	18
Number of Apprenticeships per year	2	2	2	2	2	2
Cost per Annum	\$0	\$0	\$0	\$103,680	\$103,680	\$103,680

Total Apprentice Program Cost	\$0	\$0	\$90,720	\$194,400	\$194,400	\$194,400
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23. GOVERNANCE DOCUMENTS

A. Articles of Incorporation of the Massachusetts Youth Partnership, Inc.

Statement of Statutory Authority

The undersigned incorporators, in order to form a corporation under Chapter 180, Section 3 of the Massachusetts General Laws, hereby adopt the following Articles of Incorporation as a not-for-profit Massachusetts Corporation

Article 1: Name of Corporation

The name of this corporation is Massachusetts Youth Partnership Charter School, Inc.

Article 2: Registered Agent and Office

The name and address for the Registered Agent for this corporation are:

Alan M. Milner
Executive Director
Massachusetts Youth Partnership Charter School
675 Massachusetts Avenue
Cambridge, MA 02136

Article 3: Statement of Purpose

The purposes for which this corporation is organized are:

To establish, develop, maintain, and perpetuate a publicly-funded educational institution that shall operate the Massachusetts Youth Partnership Charter School as a non-denominational, non-sectarian public high school, and to undertake any and all legal and lawful activities in support of the establishment and maintenance of the Massachusetts Youth Partnership Charter School;

This corporation is organized exclusively for one or more of the purposes as specified in Section 501(c)(3) of the Internal Revenue Code, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or any corresponding section of any future federal tax code.

Article 4: Number, Names and Addresses of Initial Directors

This corporation shall initially have three directors. The names and addresses of these incorporators are:

Alan M. Milner 29 Washington Street, Gloucester, MA 01930

Sandra Graham Joy Street, Cambridge, MA 02136

Lewellyn Smith 35 Pembroke Street, Boston, 02116

Article 5: Names and Addresses of Incorporators

The name and address of the incorporator is:

Alan M. Milner 29 Washington Street, Gloucester, MA 01930

Article 6: Duration of Corporation

The **Alan M. Milner** 29 Washington Street, Gloucester, MA 01930

period of duration of this corporation is perpetual.

Article 7: Membership Provisions

This corporation shall have no members, and is not a membership organization.

Article 8: Additional Provisions

Upon the dissolution of this corporation, its assets remaining after payment or provision for payment of all debts and liabilities of this corporation shall be distributed to one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code or shall be distributed to the federal government or to a state or local government for a public purpose.

No substantial part of the activities of this corporations shall consist of carrying on propaganda or otherwise attempting to influence legislation (except as otherwise provided by section 501(h) of the Internal Revenue Code) and this corporation shall not participate in or intervene in (including the publishing of or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

No part of the net earnings of this corporation shall inure to the benefit of or be distributable to its members, directors, officers, or other private persons, except that this corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in these articles.

Notwithstanding any other provision of these articles, this corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code or (2) by a corporation contributions to which are deductible under section 170(c) (2) of the Internal Revenue Code.

The undersigned incorporators hereby declare under penalty of perjury that the statements made in the foregoing articles of incorporation are true:

Date: _____

(Signature of Incorporator:) _____

Name and Address of Incorporator:

(Signature:) _____



OFFICE OF THE MAYOR

CITY HALL, CAMBRIDGE, MASSACHUSETTS 02139

(617) 349-4321

Fax (617) 864-9950

Kenneth E. Reeves
Mayor

February 10, 1995

Ms. Sandra Graham
Mr. Alan Milner
Massachusetts Youth Partnership
675 Massachusetts Avenue
Cambridge, MA 02139

Dear Ms. Graham and Mr. Milner:

I have considered your proposal to the Commonwealth of Massachusetts with great interest. I believe that the educational model presented by the Massachusetts Youth Partnership (MYP) signifies a major innovation in the field of secondary education, and that it deserves serious consideration by the many residents of our state who are committed to excellence in our educational systems.

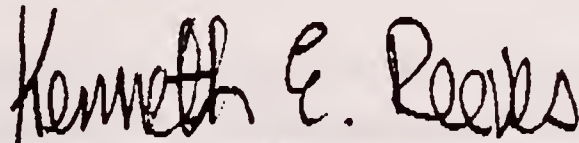
In keeping with the objectives of the Charter School Initiative, this proposal attempts to devise a better method of educating our children. I do recognize that this project is a "work in progress." In my estimation, this flexibility represents one of the primary strengths of this model. The model is designed to incorporate feedback from students, parents, teachers, and community residents into the curriculum, through the use of computers as monitors of the educational program.

As Chairman of Cambridge School Committee, it is my responsibility to encourage the design and development of new educational models, both from the existing school system, as well as through external ventures. This is one of several approaches which we may choose to adopt, and certainly one which is most worthy of consideration and support.

It is my understanding that the opening of this Charter School is predicated upon the willingness of a sufficient number of families to participate. This condition presents us with a unique opportunity to test the viability of such models among the universe of ideas for educational reform. It is crucial, therefore, that this Charter School be presented to parents and

students not as a possibility which may come to pass, but rather as an goal which will be accomplished with their support. It is in this spirit that I give my enthusiastic support and to the Massachusetts Youth Partnership Charter School Proposal, and further recommend the MYP as a Charter School recipient.

Sincerely,

A handwritten signature in black ink that reads "Kenneth E. Reeves". The signature is written in a cursive, slightly slanted style.

Kenneth E. Reeves

Mayor

KER/jdh

2/14/95

February 9, 1995

Ms. Sandra Graham
Mr. Alan M. Milner
Massachusetts Youth Partnership
675 Massachusetts Avenue
Cambridge, MA 02136

Dear Ms. Graham and Mr. Milner:

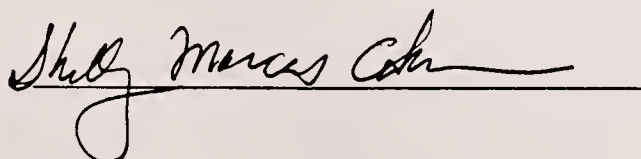
I have read your proposal to the Commonwealth of Massachusetts with great interest. I believe that the educational model proposed by the Massachusetts Youth Partnership represents a major innovation in the field of education, and that it deserves serious consideration by the Commonwealth and by the people of Massachusetts who are concerned about the excellence of our educational systems.

The MYP Charter School proposes an innovative approach to secondary education. In keeping with the objectives of the Charter School Initiative it is an attempt to find a better way to educate our children. It is far from being a finished product. This is one of the major virtues of the model. As I understand it, the model is designed to incorporate feedback from students, parents, teachers, and community members into the curriculum through the innovative use of computers as modulators of the educational program.

As a concerned parent, I feel that it is my responsibility to encourage the design and development of new educational models, whether or not they come from the existing public school system. This is just one of several approaches that we can adopt, adapt and learn from in our struggle to improve the quality of education, but it is one that is most worthy of consideration and support.

It is my understanding that this charter school will only open for business if and when a sufficient number of families indicate an interest in participating in the school. I believe that this is a unique opportunity to test the acceptability of these new approaches in the marketplace of ideas. If a sufficient number of families come forward to participate in this experiment, then the experiment should go forward, but we will not find out whether or not enough support exists for this approach until we offer it to parents not as a possibility that might come to pass, but as an actuality that will come to pass with their support. It is in this spirit that I join with you in supporting and recommending the Massachusetts Youth Partnership as a charter school recipient.

Sincerely,

A handwritten signature in cursive script, reading "Sheryl Marcus Cohen", written over a horizontal line.



JOBS FOR YOUTH-BOSTON INCORPORATED
312 Stuart Street, Third Floor, Boston, Massachusetts 02116
Phone (617) 338-0815 Fax (617) 338-0242

February 14, 1995

Ms. Sandra Graham
Chairperson
Massachusetts Youth Partnership
675 Massachusetts Avenue
Cambridge, MA 02139

Dear Ms. Graham:

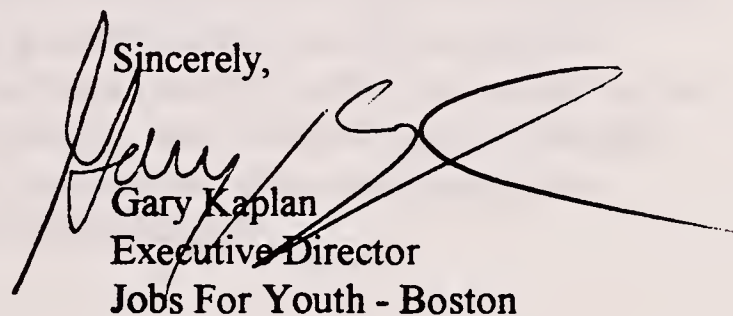
As the executive director of Jobs For Youth - Boston, I am looking forward to the development of a close working relationship with the Massachusetts Youth Partnership Charter School.

As our charter indicates, Jobs For Youth is committed to provide alternative education and employment services for the young people of Boston and Cambridge. In this capacity, we have pioneered the development of alternative high schools, GED programs, School to Work programs and apprenticeship programs similar to those proposed by the Massachusetts Youth Partnership.

As a member of the Partnership, Jobs For Youth will assist the Massachusetts Youth Partnership with technical assistance in the areas of curriculum development, teacher training, workforce development, and internship program development.

As a prospective board member, I hope you will call upon me whenever necessary to help you with the challenging tasks that confront anyone beginning a new venture in this field.

Sincerely,



Gary Kaplan
Executive Director
Jobs For Youth - Boston

February 9, 1995

Ms. Sandra Graham
Mr. Alan M. Milner
Massachusetts Youth Partnership
675 Massachusetts Avenue
Cambridge, MA 02136

Dear Ms. Graham and Mr. Milner:

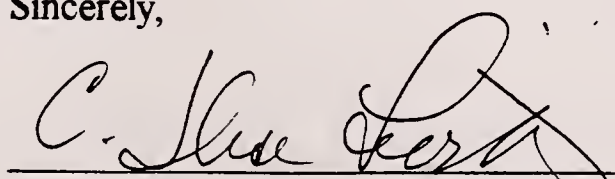
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Sincerely,



45 Eastis St. Cambridge MA 02140

2/14/95

February 9, 1995

Ms. Sandra Graham
Mr. Alan M. Milner
Massachusetts Youth Partnership
675 Massachusetts Avenue
Cambridge, MA 02136

Dear Ms. Graham and Mr. Milner:

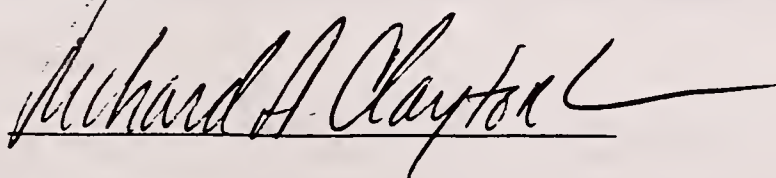
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Sincerely,

A handwritten signature in dark ink, reading "Richard A. Clayton". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

**MARTIN LUTHER KING JR.
COMMUNITY SCHOOL**

100 PUTNAM AVENUE
CAMBRIDGE, MASS 02139
(617) 349-6269

February 9, 1995

February 9, 1995

Ms. Saundra Graham
Mr. Alan M. Milner
Massachusetts Youth Partnership
675 Massachusetts Avenue
Cambridge, MA 02136

Dear Ms. Graham and Mr. Milner:

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Sincerely,

Carol Hill coc./ co parent
Michelle Border Parent / ML King Council Treasurer
Ronald K. Gordon Parent / King Council member

February 9, 1995

Ms. Sandra Graham
Mr. Alan M. Milner
Massachusetts Youth Partnership
675 Massachusetts Avenue
Cambridge, MA 02136

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Sincerely,

Clarie C. Thorne

February 9, 1995

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Massachusetts Youth Partnership
675 Massachusetts Avenue
Cambridge, MA 02136

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Sincerely,

Gene Butler Ch. of Special Ed. Comm.

February 9, 1995

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Mr. Alan M. Milner
Massachusetts Youth Partnership
675 Massachusetts Avenue
Cambridge, MA 02136

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Sincerely,

Constance Yee

Chr. of 808 Tenants Council
and Parents of children in the Camb. Public
Schools.

The
PRINCIPALS'
Center

617-495-1825/6

Harvard Graduate School of Education
336 Gutman Library, 6 Appian Way
Cambridge, MA 02138

February 14, 1995

Ms. Sandra Graham
Mr. Alan M. Milner
Massachusetts Youth Partnership
675 Massachusetts Avenue
Cambridge, MA 02136

Dear Ms. Graham and Mr. Milner:

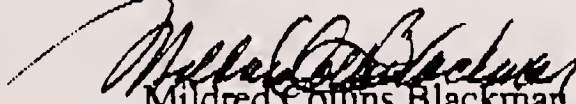
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Sincerely,


Mildred Collins Blackman
Director

MCB:jlj

February 9, 1995

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Mr. Alan M. Milner
Massachusetts Youth Partnership
675 Massachusetts Avenue
Cambridge, MA 02136

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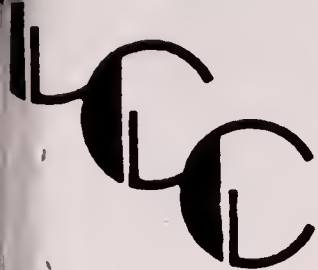
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Sincerely,

Licky BouLee
Chr. Houghton - Riverside
Crime Watch



Cambridge Community Center, Inc.

Serving the Community since 1929

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Michael Pann
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Vice President
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Oliver Farnum
Everton Johnson
Mary Newman

Executive Director

Dawn E. Swan

Ms. Saundra Graham

Mr. Alan M. Milner

Massachusetts Youth Partnership

675 Massachusetts Avenue

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Sincerely,

Ronald Jones



5 Callender Street, Cambridge, MA 02139-2996

(617) 547-6811



Thorndike Street School, Inc.
71 Cherry St.
Cambridge, MA 02139
(617) 354-0106

...Shaping the
future of a
multicultural
world...

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Mr. Alan M. Milner
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675 Massachusetts Avenue
Cambridge, MA 02136

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Sincerely,

Kyoma Brown - Executive Director

College of Criminal Justice

February 15, 1995

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Mr. Alan M. Milner
Massachusetts Youth Partnership
675 Massachusetts Avenue
Cambridge, MA 02136

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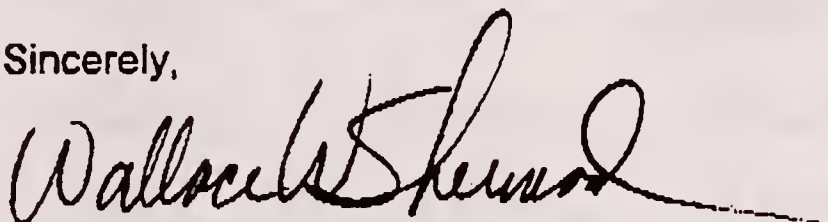
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Sincerely,

A handwritten signature in cursive script, reading "Wallace W. Sherwood". The signature is fluid and extends to the right with a long horizontal stroke.

Wallace W. Sherwood, LL.M.
Associate Professor

We the undersigned, of the Cambridge Community of Parents wholeheartly support and endorse, the concept of a new educational model proposed by the Massachusetts Youth Partnership at the high school level (9-12). It gives students in Cambridge for the first a meaningful alternative. We also support the letter attached.

Thorndike St. School 71 Cherry St. Cambridge MA. 02139

NAME

ADDRESS

TELEPHONE-617-354-0106

1 Thomas Graham	34 Prince St.	825-3410x155
2 Paul Graham	189 Western Ave	
Natasha Mason	189 Western Ave	
Ronald A. Jones	129 Franklin St.	621-1355
Sharon R. Freeman	129 Franklin St.	621-1355
Kevin Headley	89 Putnam Ave	547-4895
Sherie Paul	89 Franklin St	494-8262
Sheila Headley	89 Putnam Ave	661-1766
Starr Noble	508 Memorial Ave	497-1602
Gloria Gonzalez	9 Jefferson Park	#83
Jesie J. Kutt		
Theresa Sheet	71 Cherry Street	354-0106
Brenda Sheets	71 Cherry St	-354-0706
Philip Grant	131 Putnam Ave	
Rudolph Williams	170 Wadsworth St. #6	
Earl J. Graham	123 River St	
M. Donald Kiser	249 Western Ave	
Walter C. Bongem	gr 152 Brookline St	
William S. Howell	155 Hawley St.	02140

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NAME	ADDRESS	TELEPHONE
1 Walter Halland	23 Elm St	491-1725
2 Lionel Boston	23 MENTGUE ST	
Henry Sisco Jr.	15 ANDREW ST.	876-7948
Janita Saunders	808 New Dr.	492-0152
Larry Letts	13 Andrew St.	547-2529
Charles Rivillon	17 HOWARD ST.	
Oliver Faruqi	25 Callender st.	
Crystal Betts	225 Western Ave.	576-1459
Gondra Layne	14 Jay St	576-5161

February 9, 1995

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Ronald W. Harris
Director of Children's after
School Programs

